



Board Agenda Item #	II A: Discussion/Information Item
Date:	April 29, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Annual Authorizer Oversight Reports for MSA-4, 6, 7, & 8

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.

2020-21 Oversight Visits

To date, five of our MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2020-21:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	No	TBD
MSA-2	LACOE	No	TBD
MSA-3	LACOE	No	TBD
MSA-4	LAUSD	Yes	3/11/21
MSA-5	LACOE	No	TBD
MSA-6	LAUSD	Yes	3/16/21
MSA-7	LAUSD	Yes	3/9/21
MSA-Bell	LAUSD	Yes	3/10/21
MSA-San Diego	SDUSD	No	4/30/21

MSA-Santa Ana	SBE	Yes	2/9/21
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Oversight Visit Reports

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

LAUSD:

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

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2020-21				
MSA-4	4	1	3	2
MSA-6	4	2	4	2
MSA-7	4	3	4	2
MSA-BELL	4	2	4	2
2019-20				
MSA-4	4	2	3	3
MSA-6	4	3	4	3
MSA-7	4	3	4	3
MSA-BELL	4	3	4	3
2018-19				
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4
2017-18				
MSA-4	3	3	3	3
MSA-5	3	3	3	3
MSA-6	3	3	3	3
MSA-7	3	3	4	3
MSA-BELL	3	3	3	3

CDE: In prior years we received a letter from the CDE with the subject, “Summary of Annual Site Visit for Magnolia Science Academy – Santa Ana.” The letter would state that the school was in compliance with the charter petition and the MOU between the California State Board of Education and MSA-SA. We had a successful oversight visit by the CDE on February 9, 2021 and we are waiting for our letter.

SDUSD: The visit will take place on April 30, 2021.

LACOE: LACOE is in the process of scheduling their visits.

Summary / Recommendations from Oversight Visit Reports

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

GOVERNANCE

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

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> • Brown Act and Conflict of Interest Trainings were held on August 8, 2020 as evidenced by Board agenda and minutes • Website provides dates of Board meetings reflecting regularly scheduled meetings as well as contact information for each board member. Governing Board meeting agendas and minutes are posted on the school’s website. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria).</p> <ul style="list-style-type: none"> • As evidenced by Board agendas and minutes: <ul style="list-style-type: none"> ○ Regular academic updates provided by the MPS Chief Academic Officer and other staff. Some updates include the following: information related to distance learning improvements and challenges; updated reopening plans; and instructional model during distance learning. ○ Distance Learning Policy approved 9/10/2020, which addresses areas of schedules, grading, attendance, supervision, expectations, and technology <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>	
<p>*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</p>	

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Summary of School Performance:

MSA-4:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
<p>California Department of Education’s (CDE) Charter School’s Performance Category</p> <p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	Low Performing
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI)</p> <ul style="list-style-type: none"> All numerically significant subgroups have “Status/DFS” scores above the statewide averages as it relates to CCI. The school has one numerically significant subgroup for this indicator: Socioeconomically Disadvantaged <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is orange <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is red <p>A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none"> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages in ELA. The school has two numerically significant subgroups: Latino and Socioeconomically Disadvantaged. <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none"> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages in Math <p>**PLEASE SEE INDICATOR 04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS for more information</p>	

A11: ENGLISH LEARNER RECLASSIFICATION

- The school did not reclassify any of its English Learners.
- Per school leadership, the following factors contributed to the reclassification of 0% of EL students:
 - The school hired a new EL Coordinator and had difficulty adjusting to the added responsibilities
 - The majority (9 out of 11) EL students are dually-identified (EL and Student with Disabilities), and 6 out of 13 are considered LTELs. Campus closures presented challenges to the virtual learning format for many students, including ELs
 - MSA 4 was unable to complete the administration of the 2020 summative ELPAC with students. Three of the students would have been eligible to reclassify. Additionally, two of those students transferred to another school before the end of the school year, and one student enrolled at MSA-6. Had the three students stayed enrolled, it's believed that 27% of the students would have been reclassified. It is anticipated that the reclassification rates will improve for the 2020-2021 school year.

Corrective Action Required

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

Notes:

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI): Although there is no color designated for this indicator, it's important to note that the school's percentage of prepared students in 2019 is 55.0%, higher than the state at 44.1%.

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR: Although there is no color designated for this indicator, it's important to note that the school's percentage of graduated students for 2019 is 97.6%, higher than the state at 85.9%.

"At Risk" rate is 0%, compared to the state at 5.7%

LTEL rate is 7.7%, compared to the state at 8.9%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC
- Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

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

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**

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

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

Academic Benchmarks and status:

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the "Green" performance level or higher. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the "Green" performance level or higher. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning

MSA-6:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none">The schoolwide Dashboard Suspension Rate Indicator color is blue <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none">All numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) <p>A11: ENGLISH LEARNER RECLASSIFICATION</p> <ul style="list-style-type: none">The school reclassifies English Learners at a rate similar to the state average. The school's rate is 12.5%, compared to the state at 13.8%	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none">The schoolwide Dashboard ELA Indicator color is orangePer school leadership, teachers are utilizing websites like Quizziz, Quizlet, and Peardeck to increase student engagement in the area of ELA. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data. <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none">The schoolwide Dashboard Math Indicator color is orangePer school leadership, teachers are utilizing websites like Quizziz, Quizlet, and IXL to increase student engagement in the area of Math. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data. <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none">Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages in ELA.	
<ul style="list-style-type: none">There are four numerically significant subgroups: English Learner (lower than the state); Latino (higher than the state); Socioeconomically Disadvantaged (higher than the state); and Students with Disabilities (lower than the state)Per school leadership, teachers are utilizing websites like Quizziz, Quizlet, and Peardeck to increase student engagement in the area of ELA. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data. <p>**PLEASE SEE INDICATOR 04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS for more information as it relates to the school leadership's efforts to increase academic achievement for MSA6.</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>At Risk rate is 0%, compared to the state at 5.7%</p> <p>LTEL rate is 18.1%, compared to the state at 8.9%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none">Overall score of 4 on the ELPACPerformance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBACGrade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.Parent Consultation	
<p><i>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.</i></p>	

MSA-7:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

RATING*

Summary of School Performance

3

California Department of Education's (CDE) Charter School's Performance Category

Middle Performing

Does the charter school qualify for technical assistance? YES NO

Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? YES NO

If yes, what is the school's identification? (See additional information within "Notes" section below)

Comprehensive Support and Improvement (CSI)

Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR

- The schoolwide Dashboard Suspension Rate Indicator color is blue

A8: DASHBOARD SUBGROUP ELA

- All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages in ELA. The school's numerically significant subgroups are English Learners, Latinos, and Socioeconomically Disadvantaged.

A9: DASHBOARD SUBGROUP MATH

- All numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math. The school's numerically significant subgroups are English Learners, Latinos, and Socioeconomically Disadvantaged.

A11: ENGLISH LEARNER RECLASSIFICATION

- The school reclassifies English Learners at a rate similar to the state average. Both MSA7 and the state rate is 13.8%.

Areas Noted for Further Growth and/or Improvement

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR

- The schoolwide Dashboard ELA Indicator color is orange

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR

- The schoolwide Dashboard Math Indicator color is yellow

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR

- The schoolwide Dashboard Chronic Absenteeism Indicator color is orange

Corrective Action Required

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

Notes:

At Risk rate is 8.2%, compared to the state at 5.7%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC
- Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

**NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.*

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

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **"English Learners"** in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight. In an effort to meet this benchmark, school leadership shared that per internal ELA assessment, NWEA MAP Reading, 5 out of 31 students met their projected proficiency of meeting or exceeding the standard.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **"English Learners"** in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight. In an effort to meet this benchmark, school leadership shared that per internal math assessment, NWEA MAP Math, EL students who met growth targets was up 30.6% from Fall 2018-2019 to Fall 2019-2020.

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all assessment virtually during distance learning.

MSA-BELL:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>NOTE: Please see indicators O3 and O4 in the ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p>	
<ul style="list-style-type: none">• The schoolwide Dashboard ELA Indicator color is yellow	
<p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p>	
<ul style="list-style-type: none">• The schoolwide Dashboard Math Indicator color is yellow	
<p>A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR</p>	
<ul style="list-style-type: none">• The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow	
<p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p>	
<ul style="list-style-type: none">• The schoolwide Dashboard Suspension Rate Indicator color is yellow	
<p>A8: DASHBOARD SUBGROUP ELA</p>	
<ul style="list-style-type: none">• Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages in ELA• Latino and Socioeconomically Disadvantaged students scores were higher than the state. However, English Learners, Students with Disabilities, and White were lower than the state.	
<p>A9: DASHBOARD SUBGROUP MATH</p>	
<ul style="list-style-type: none">• None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math (English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White)	

A11: ENGLISH LEARNER RECLASSIFICATION

- The school reclassifies English Learners at a rate lower than the state average. The school's rate is 8.6%, compared to the state at 13.8%

Corrective Action Required

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

Notes:

"At Risk" rate is 0.4%, compared to the state at 5.7%

LTEL rate is 13.2%, compared to the state at 8.9%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of "Nearly Met" in ELA on the SBAC
- Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

**NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.*

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

On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following benchmarks during the 2020-2025 charter term in order to address academic concerns. Below is the status of each benchmark:

- The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **"English Learners"** in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. SEE DATA ANALYSIS in O4 SUMMARY in ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section for more information.
- The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **"English Learners"** in Math as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2019-2020 SBAC testing. SEE DATA ANALYSIS in O4 SUMMARY in ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section for more information.

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning.

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

Summary of School Performance:

MSA-4:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS Summary of School Performance	RATING*
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.</p> <ul style="list-style-type: none"> • Per school leadership, school continues to utilize StudySync curriculum for ELA and Math via McGraw Hill <ul style="list-style-type: none"> ○ 100% of families have technology devices an access to the internet in order to participate in distance learning. Some of the online platforms utilized include the following: Aleks, Khan Academy, Nearpod, MyOn, Flocabulary, Quizizz, Odysseyware, and Naviance. ○ Students participate in the Dual Enrollment Program with LA Valley College (students can enroll in lower division courses and earn college credits through community colleges. 32% of students enrolled in at least one college course during the 2020-2021 school year) • As evidenced by virtual classroom observations, students and teachers were observed utilizing Nearpod; google classroom; teachers checked for understanding utilizing the chat box and annotation via zoom, as well as the use of taking polls. • Nineteen out of twenty-three senior applied to 4-year colleges and seniors were able to participate in virtual college trips • 65% of the current graduation class, per school administration, is on track for earing prepared based on the California College Career Indicator <p>O4: The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • School leadership shared the following: <ul style="list-style-type: none"> ○ The Think together team provides additional one-on-one support to students during asynchronous learning ○ After-school tutoring hours increased from 40 minutes to 120 minutes daily. Approximately 10-15 students join the tutoring sessions every day. ○ 64% of students met their NWEA projected growth target in reading and 60% in Math (Fall to Winter) <ul style="list-style-type: none"> ▪ 66% of Students with Disabilities (SWD) met growth projection in Math and 50% in ELA ▪ 33% of English Learners (ELs) met growth projection in math and 57.7% in ELA ○ Students showed mastery at increased levels per the IAB Math (45.5%) and ELA (54%) ○ Students improved Average Lexile Growth (L) from Fall to Spring by 142.2 L on myON ○ Students continue to receive ongoing support via small group instruction; mentoring from nine MSA4 teachers with academic support; and Think Together Academic Support; and support from a full time special education aide for SWD. <p>O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.</p> <ul style="list-style-type: none"> • Per Welligent, at the time of the oversight visit, all IEPs were compliant (per the 200 report) and student services were being tracked (per the 300 report) • Per school leadership, there is an improvement in the collaboration between general and special education teachers to address the needs of SWD. Also, the school hir4ed an additional part-time special education teacher and promoted the special education aide from part-time to full-time to provide additional support to SWD. 	<p>3</p>

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

- Per school leadership, the school has implemented Zones of Regulation, a curriculum designed to foster self-regulation and emotional control. This program was adopted to teach students how to regulate their feelings, energy, and sensory needs in order to meet the demands during the pandemic
- PBIS assemblies are held to celebrate students' success
- Mentorship program (nine MSA4 teachers) also support students with social-emotional needs
- One-on-one counseling is offered to students and staff by partnering with Pepperdine University counselors. Also, the school has a partnership with Care Solace, a service that supports families with their services.
- Mindfulness exercises are implemented with students on Fridays

O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- Per school leadership:
 - Parent Square is utilized to reach out to parents as needed and provided necessary information
 - School partnered with One Family LA and provided financial support to ten of the students and their families
 - School conducted thirty-two virtual home visits to stay connected to families
 - SSC/PTF/ELAC meetings were held to inform all stakeholders of ongoing information related to the school and receive feedback from families

Areas Noted for Further Growth and/or Improvement

School leadership noted "Priorities and Grows." Some of those include the following:

- Graduation Rate – Goal is 100%
- Percentage of students in the current year CCI who eared Prepared – Goal is 65%
- Student Suspension Rate – Goal is 0%
- Chronic Absenteeism Rate – Goal is below 10%
- Improvement of student reading comprehension and Out-Of-School Reading
- Teacher Development and Wellbeing – professional developments (e.g. SEL and Culturally Responsive Teaching) and Team Building events
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually – Goal is 15%
- Percentage of students who have received a grade of "C" or better – Goal is 90%

Corrective Action Required

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

MSA-6:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*

Summary of School Performance

4

Areas of Demonstrated Strength and/or Progress

O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS

- Per school leadership, MSA 6 continues to implement MyMath, StudySync, and Inspire Science. Additionally, school utilizes online platforms such as IXL, MyOn, Peardek, Quizziz, Quizlet, Brainpop, and Google Classroom. During distance learning, teachers utilize the Zoom platform to conduct synchronous instruction.
- As observed during virtual classroom observations, students used Quizziz and teachers gave praise and positive reinforcement to students

O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.

- School leadership shared the following:
 - Students now have extended homeroom time. The homeroom block is now an 80-minutes daily instructional block. During this time, teachers' check-in with students, incorporate Social Emotional Learning (SEL) lessons using the Zones of Regulation curriculum, and PE is also conducted. Once a week the Health and Wellness Coach talks with the students about wellness during this time, plus provides live workout sessions twice a week. Designated ELD is also occurring during this time.
 - NWEA Fall 2020 results:
 - 6th grade: In Math, 43% are performing Average to High. 13 out of 47 students tested are at or above Norm Grade level Mean RIT. 22 out of 47 students tested are At or Above District Grade Level Mean RIT. In Language Arts: Reading, 16 out of 46 students At or Above Norm Grade Level mean RIT. 30 out of 46 At or Above District Grade Level Mean RIT
 - 7th Grade: In Math, 10 out of 43 students at or above norm grade level mean RIT; 20 out of 43 is at or above District Grade Level Mean RIT. In Language Arts: Reading 17 out of 43 at or above norm; 23 out of 43 at or above District Grade Level Mean RIT
 - 8th grade: Math: 17 out of 58 at or above norm grade level mean RIT; 20 out of 58 at or above District Grade Level Mean RIT. In Language Arts: Reading: 18 out of 61 at or above norm grade level mean RIT; 25 out of 61 at or above district grade level mean RIT
 - There is a new 8th grade Math teacher this school year

O6: Although the school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, there were a few concerns at the time of the visit:

- Per Welligent (200 report), there were three overdue IEPs. School leadership shared that one of students just enrolled due with an overdue IEP, one IEP is currently in litigation, and the other requires a formal evaluation (due to the world-wide COVID-19 pandemic and school closures, in-person assessments have not been able to be conducted)
- At the time of the visit, there was one special education teacher and 31 students. School leadership shared that the school has applied for a waiver from the state. School leadership was reminded that a waiver should be in place prior to the caseload reaching 28 (which is a statewide cap for Resource Specialist Programs). In an effort to support Students with Disabilities (SWD), there are two special education assistants to assist with instruction.

O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- School leadership shared the following:
 - ParentSquare is utilized to communicate with families (e.g. text messages, voicemails, and emails)
 - Four Parent college sessions were held and about 10 parents are attending the program
 - There were home visits occurring at the beginning of the school year. Now, it's been switched to virtual home visits
 - More parents are attending meetings than before the school closure
 - The school created an online Helpdesk to support families with technical support since all students are getting instruction via distance learning
 - Survey results indicate the following approval ratings: 79% from students; 99% from parents; and 93% from staff

Areas Noted for Further Growth and/or Improvement

School leadership indicated some "Priorities." Some of them include the following:

- Keeping a special education teacher on-board for the rest of the school year (the long-standing former teacher retired in June 2020)
- Holding IEP meetings on-time
- Engagement (of students)
- Working closely with EL's and SWD during Saturday School and afterschool tutoring sessions
- Keeping a high attendance rate and lowering chronic absenteeism

School leadership indicated some "Grows." Some of them include the following:

- Meeting the needs of students who are dually identified as SWD and EL
- Increasing student engagement
- Decreasing the number of failing students (20% of students had at least one "F" at the end of the first semester)
- Giving more SEL support throughout distance learning
- More individualized support for students' learning needs

Corrective Action Required

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

Notes: None

MSA-7:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*

Summary of School Performance

4

Areas of Demonstrated Strength and/or Progress

O3: The school continues to implement grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.

- As evidenced by virtual classroom visits, information in Binder 3, and discussion with school leadership:
 - Students have access to chromebooks and hotspots
 - There has been an increase in the use of online platforms such as SeeSaw, XTRAmath, MyOn, and Zoom
 - Students participated in SEL instruction using the Zone of Regulation curriculum
 - Virtual field trips to the Smithsonian, Dairy council's Farm to You, Natural Museum of Natural history in Washing D.C., and the Santa Monica's Heal the Bay Aquarium
 - STEAM Enrichment activities included cross-curricular integration (e.g. STEAM Integrated Pumpkin Party; Among Us Math and Pop Art, Radial Symmetry Snowflakes, and Ladybug Math Art)

O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. As evidenced by school leadership:

- The school implemented intervention programs to address learning loss during Distance Learning by creating targeted small group support for Tier 3 students; Saturday School for Tier 2 and 3 students; tutoring two times a week; daily check-ins with students by staff members; on-site and online small group support for Students with Disabilities and EL students.
- School hired additional staff to support the ELD program and also an additional RSP Teacher for the Special Education Program
- English Learner Master Plan includes how EL students will be supported via Distance Learning and those EL students who are dually identified as also being a student with a disability.
- Per NWEA MAP data in ELA and Math, school leadership shared the following:
 - Fall 2019 to Winter 2020 indicates that 49.37% of students school-wide met Math projection. However, Fall 2020 to Winter 2021 indicates 26.82% met Math projection. In ELA, 34.16% of students met the projection from Fall 2019 to Winter 2020. However, Fall 2020 to Winter 2021 32.53% met projection
 - Fall 2019 to Winter 2020 for ELs in Math is 46.34%, but 26.82% from Fall 2020 to Winter 2021. In ELA, 29.26% of ELs met projection from Fall 2019 to Winter 2020. However, 27.65% from Fall 2020 to Winter 2021

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

- 97% average daily attendance
- Implementation of more school-wide SEL programs for students
- After school enrichment club and virtual awards assemblies to recognize students for academic success, positive behavior, engineering, and perfect attendance.

O8: The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. School leadership shared and showed evidence of the following professional development opportunities:

- Three-Day Virtual California STEAM Symposium; school lead professional development by the Arts Coordinator; professional development from The Music Center, Arts Ed Collective, Allis Annenberg Center for Performing Arts, and Project TEAL; MPS-wide PDs; PBIS Coaching; EL Rise Teacher Fall Webinar Series; Educating African American males Webinar (LACOE); Staff Well-Being Program Training; Creating an Inclusive Virtual Classroom; Online Strategies; and Instructional Strategies (a series of 4 PDs)

O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. School leadership shared the following:

- Stakeholder Survey approval rating increased for all stakeholders from 2020 to 2021: Families – 98% to 99%; Students – 74% to 81%; and Staff - 93% to 97%
- SEL workshops for parents
- Worked with community partner TCSP to develop and implement a staff wellness program to prevent burnout
- Increased parent engagement for meetings (including IEP meetings) and weekly workshops
- Online communication platforms include Facebook and Twitter.
- Other forms of communication include zoom meetings with parents (e.g. Coffee with the Admin & Title 1, etc.)

Areas Noted for Further Growth and/or Improvement

School leadership indicated some "Priorities":

- Develop and implement plans to reopen while adhering to health and safety protocols
- Continue to develop and refine systems to address learning loss
- Adjust grading procedures and interventions as needed to address students failing grades
- Have new TLD team member implement direct intervention to EL students on-site
- Continue to develop and provide on-site services for students with IEPs
- Find strategies to increase parent engagement in the virtual setting

School leadership also indicates some "grows":

- Improve ELD structure and supports; writing assessment, penmanship, reading fluency, and STEM integration (hands on) for TK/Kinder
- Writing instruction and assessments; reading fluency; and basic math facts for 1st grade
- Phonics and phonemic awareness; reading fluency and comprehension for 2nd grade
- Vocabulary acquisition and usage; 3 paragraph writing; context clue and text evidence; and math facts for 3rd grade
- Reading fluency and comprehension; and math facts for 4th grade
- Reading fluency and small groups/sub groups for 5th grade.

MSA-BELL:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

RATING*

Summary of School Performance

4

Areas of Demonstrated Strength and/or Progress

O3: The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.

- Per school leadership, the school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe.
- During virtual classroom observations, the following was observed: use of Google Classroom, Go Guardian, teachers' use of visuals during direction instruction, sound clips, videos, and use of Zoom features such as breakout rooms and the chat box. Quizizz, an online platform, was also observed in use by students.

O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis

- Per school leadership, due to distance learning, the school purchased cloud-based products and services such as Paper (24/7 tutoring service), KAMI (creates interactive PDFs), and SoundTrap (sound recording to engage in speaking). Additionally, leadership shared the following:
 - ASES after school program from 3:15pm to 6pm
 - Professional development that included case studies supporting special population (objectives; know your ELs; ELD observations; analyze case studies to develop a plan of action to support ELs; and Special Education 101)
 - Internal assessments utilized are NWEA MAP, MyOn to assess Lexile growth, and IABs.
 - Small group support continues to be implemented with the use of paraprofessionals

O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- School leadership shared that various platforms were used to communicate with families (e.g. Loom, Clever, ParentSquare, StudentSquare, and Illuminate). Additionally, leadership some the following:
 - Continued implementation of P.A.W.S. (Positive Attitude; Act Responsibly; Wise & Safe Choices; and Show Respect)
 - Zones of Regulation lessons taught to students during advisory
 - Workshops given to students that included Socially Distant and Positively Resilient Managing Stress and Anxiety
 - Resources provided to families that can support mental health and wellness sent to parents via ParentSquare
 - Wellness Plan for students include physical activity breaks an stress relievers by the physical education department

Areas Noted for Further Growth and/or Improvement

School leadership shared that the school continues to implement programs to increase academic achievement for all students. Some of the "Grows" highlighted at the Magnolia Public Schools (MPS) Board include:

- Supporting teams for effective student engagement, learning loss, failing students;
- Addressing staff exhaustion and motivation
- Planning for effective hybrid/in-person reopening
- Special education compliance – Completing 1/3 compensatory time owed by the end of the year
- Strengthening MPS' standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards
- Supporting students, staff, and parents with social emotional and mental health programs and services
- Addressing the needs of newcomers

Corrective Action Required

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

Notes: None

**NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

FISCAL OPERATIONS

Summary of School Performance:

MSA-4:

FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s and MSA4’s independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 4’s fiscal condition is positive and has been downward trending since the 2017-2018 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$908,289 and a net loss of (\$414,439). The 2020-2021 First Interim projected positive net assets of \$889,966 and a net loss of (\$18,323).</p> <p>According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2020, MSA 4 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools, reported positive net assets of \$30,921,731 and net income of \$2,808,028. MERF, without its related parties and charter schools, reported positive net assets of \$1,954,702, net income of \$557,925, and net income after intercompany transfers of \$331,041. According to MERF, during 2019-2020, MSA 4 paid management fees of \$37,648 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	2																														
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2016-2017 (Audited Actuals)</th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: right;">\$1,030,159</td> <td style="text-align: right;">\$1,470,514</td> <td style="text-align: right;">\$1,322,729</td> <td style="text-align: right;">\$908,289</td> <td style="text-align: right;">\$889,966</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: right;">\$367,669</td> <td style="text-align: right;">\$440,355</td> <td style="text-align: right;">(\$147,785)*</td> <td style="text-align: right;">(\$414,439)**</td> <td style="text-align: right;">(\$18,323)***</td> </tr> <tr> <td>Transfers In/Out</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table> <p>*See Items 29, 30 and 31 in the Notes section for further details.</p>		2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)	Net Assets	\$1,030,159	\$1,470,514	\$1,322,729	\$908,289	\$889,966	Net Income/Loss	\$367,669	\$440,355	(\$147,785)*	(\$414,439)**	(\$18,323)***	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
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<p>Areas Noted for Further Growth and/or Improvement:</p> <p>Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s <i>Financial Policies and Procedures Manual FY 2020-21</i>. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.</p> <p>1. Late Payments to Vendors: Based on the CSD’s review of the four LAUSD-authorized Magnolia schools’ check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 35 checks and 12 bank transactions were selected for further review. The CSD noted 7 of the 35 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.</p>																															

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	43320	7/29/2020	3/28/2020	CSUN	\$700.00	SPED Consulting Services
2	70433	9/18/2020	8/22/2020	Digital Scepter	\$4,873.22	Firewall URL Brd App Erates Vendor FY 20-21
3	90692	8/28/2020	7/1/2020	Illuminate Education, Inc.	\$1,017.21	Copier Charges 249880-75299-01 BPO FY 20-21
4	90806	10/30/2020	10/23/2020	M&M Paper & Toner Co.	\$4,763.25	Bulk Purchase PPE- MSA8
5	90602	6/30/2020	2/11/2020	School Employee	\$3,588.00	Tuition Reimbursement
6	90792	10/13/2020	7/22/2020	Office Depot	\$853.96	Office Depot
7	90644	7/17/2020	4/3/2020	Young, Miney, & Corr. LLP	\$470.00	Legal Services V Ramirez

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) explained that "most of the delays were caused by interruptions in operations because of COVID-19 (working remotely, limited access to school sites and home office). MERF is working with vendors to automate the invoicing process through emails."

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

2. 2019-2020 Audited Financial Statement Findings:

Per Magnolia Educational & Research Foundation's and MSA 4's 2019-2020 independent audit reports, respectively, significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified that are required to be reported in accordance with Government Auditing Standards.

AB 3627 Finding

"2020-001 Internal Control (30000)

Criteria and Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

Condition

Communication Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned Costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements, which if not recorded, would have resulted in a material misstatement of the financial statements.

Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year-end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Repeat Finding (Yes or No)

No

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls."

LEA Response to the CSD

MERF's CFO indicated that the organization went through a couple of key fiscal staff transitions during the 2019-2020 year-end and Unaudited Actuals (UA's) processes. Additionally, Delta Managed Solutions, Inc., (DMS, MERF's back office services provider firm) also encountered transitions of key staff who were providing support to Magnolia schools. Due to the transitions in staff, it took longer to fully close the MERF schools' books and perform a thorough year-end closure procedure before submitting the UA's. The CSD was further advised that the year-end review process was completed after the UA's were submitted. Necessary adjusting/accrual entries were proposed as part of the audit work. MERF's CFO stated that the auditors categorized all of the adjusting entries as "Adjusting Journal Entries" (AJE's), and because the amounts were above the materiality limits, the auditor noted a "Significant Deficiency" in the 2019-2020 audit report. MERF's CFO further asserted that almost all of these AJE's were due the untimely submission of the UA's and full closure of the books at year-end.

MERF's CFO stated that Magnolia's current procedures in place are structured to provide segregation of duties (the completions of reconciliations and subsequent reviews of the reconciliations and draft financial reports). The CSD was advised: "Moving forward these procedures will be strictly adhered to in order to provide a thorough review of the balance sheet accounts and the draft financials; each month a reconciliation of Accounts Receivable (AR), Accrued Accounts Payable (AP), Prepaid expenditures, and payroll liabilities are completed by DMS staff. Reconciling items and other items that are not cleared [through] normal accounting processes are highlighted for guidance/action. These reconciliations will be forwarded to the Magnolia finance team for review. This process ensures all accruals are correct and cleared timely during the fiscal year. In addition, at year-end, schedules will be created to derive AR and AP accruals required for closing the fiscal year. We believe these measures will enhance and improve our existing processes and allow us to expedite the year-end close. Which will enable us to make sure there are minimal adjustments to the financials after Unaudited Actuals are submitted."

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

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from May 2020 through October 2020, prepared by DMS. The CSD noted 27 checks, drawn on the schools' operating accounts ending in X2703, X5041, X6121, and X6769 that, as of October 31, 2020, had been outstanding for over 100 days. Details regarding these checks are summarized below.

15	X2703	73965	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
16	X5041	90596	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
17	X5041	90598	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
18	X5041	90602	6/30/2020	School Employee	\$3,613.00	124	Tuition Reimbursement
19	X5041	90603	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
20	X5041	90611	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
21	X5041	90614	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
22	X5041	90618	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
23	X5041	90620	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
24	X5041	90625	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
25	X2703	74012	7/10/2020	School Employee	\$25.00	113	Internet and Phone Reimbursement
26	X6121	70381	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
27	X6121	70383	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
				TOTAL	\$5,182.20		

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/11/2020), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "Currently, the practice is to cancel any outstanding checks that are older than 100 days. We will ensure to monitor this practice more closely not to allow any outstanding checks age over 100 days. We will develop internal review processes working with the back office service provider that will enable us to timely discover any such checks."

The CSD recommends that MERF revise its fiscal policies and procedures to align with its current practice and provide guidelines and establish expectations for its staff and/or DMS regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.

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

Corrective Action Required:

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

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified related to MERF's and the school's consolidated financial statements that are required to be reported in accordance with Government Auditing Standards. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,317,106 and total expenditures equal \$2,255,782. Therefore, the school's cash reserve level is 58.38%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citi Bank Checking Accounts Ending in X5041, X6769, X6121, and X2703): 43200, 43246, 43264, 43320, 43336, 43356, 43394, 70346, 70350, 70377, 70387, 70433, 70458, 70465, 70469, 70473, 73845, 74151, 74154, 74155, 90360, 90468, 90482, 90487, 90602, 90638, 90644, 90657, 90691, 90692, 90750, 90759, 90792, 90806, and DDP-00000282.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] for the months of May, June, July and September 2020 for sample testing. The transaction descriptions are:

- i. Citi Bank Checking X6769 Transactions: (1) 5/8/2020 – (\$553.69); (2) 5/19/2020 – (\$44,303.93); (3) 6/1/2020 – (\$13.11); and (4) 6/22/2020 – (\$1,002.63).
 - ii. Citi Bank Checking X6121 Transactions: (1) 5/1/2020 – (\$17,659.37); (2) 5/22/2020 – \$21,375.00; and (3) 7/24/2020 – (\$20.88).
 - iii. Citi Bank Checking X2703 Transactions: (1) 6/1/2020 – (\$326.22); and (2) 6/1/2020 – (\$236.09).
 - iv. Citi Bank Checking X5041 Transactions: (1) 6/8/2020 – (\$663.86); (2) 6/11/2020 – (\$5,974.18); and (3) 9/10/2020 - \$1.00.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of June 2020, July 2020, and September 2020 for sample testing. No discrepancies were noted.
- a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 4)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
17. Reviewed bank statements and bank reconciliations from May 2020 through December 2020. Selected the months of May 2020 through December 2020 for sample testing. The CSD's observations were noted under the Other Observations section above.
- a. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - b. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - c. Citi Bank Checking Account Ending in X2703 (MSA 7)
 - d. Citi Bank Checking Account Ending in X5041 (MSA Bell)
18. A Segregation of Duties (SOD) review was conducted remotely at Magnolia Science Academy 7 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plans and Budget Overview for Parents are posted on the charter school's website.
24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
26. Pursuant to AB 1871, a signed written statement that indicates that MSA 4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. MERF provided documentation regarding nine pending legal matters. Four of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There are variances: 1) \$72,044 in current assets; 2) (\$122,774) in current liabilities; 3) \$294,501 in total revenues; 4) \$99,683 in total expenditures; and 5) \$194,818 in net income. MERF's Controller attributed these variances to the following factors: 1) A negative EPA receivable amount was reclassified from Accounts Receivable to Accounts Payable, resulting in an increase in current assets and current liabilities of \$72K; 2) The 2019-2020 audited financials reflected a Accounts Payable reduction of \$202,451 as part of the current liabilities; 3) The increase in total revenues of \$294,501 was attributed to additional STRS-related contributions recognized in the audited financials (offset with the related increased expenses) and a reclassification of revenue; 4) The increase in total expenditures was primarily attributed to the STRS "on-behalf contributions" (per the school's 2019-2020 audit); and 5) The increase in net income was primarily attributed to the combination of 3) and 4) above.
29. *According to MERF's the back office provider firm, DMS, the net loss of (\$147,785) as reflected in MSA 4's 2018-2019 Audited Financials is primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.
30. **According to MERF's Controller, the net loss of (\$414,439) as reflected in MSA 4's 2019-2020 Audited Financials is primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).
31. ***According to MERF's Controller, the projected net loss of (\$18,323) as reflected in MSA 4's 2020-2021 First Interim is primarily due to the school not meeting its enrollment target of 176 students (the school's 2020-2021 Norm Enrollment was 101 students).

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

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

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

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

Note:

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 Report for MSA-4Page 27
- Oversight Visit Report for MSA-6Page 81
- Oversight Visit Report for MSA-7Page 135
- Oversight Visit Report for MSA-8Page 187



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

MAGNOLIA SCIENCE ACADEMY 4 (MSA4) - 8011

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

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



Charter School Name:		Magnolia Science Academy 4 (MSA4)			Location Code:	8011
Current Address:		City:	ZIP Code:	Phone:	Fax:	
1330 W. Graham Place B-9		Los Angeles	90064	310-473-2464	310-473-2416	
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:		
July 1, 2018 to June 30, 2023			4	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-259		
101	360					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-71.94%		
9-12	6-12					
Norm Enrollment Number:		101				
Total Number of Staff Members:	15	Certificated:	10	Classified:	5	
Charter School's Leadership Team Members:		Musa Avsar, Principal; Kamil Veli, Vice Principal; Erdinc Acar, CAO; Brenda Lopez, Director of Student Services; Katie Mann ELA/ELD Program Coordinator; Traci Lewin, Director of Math Programs				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services				
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Ramirez		
Other School/CSD Team Members:	N/A					
REMOTE Oversight Visit Date(s):	March 11, 2021		Fiscal Review Date (if different):	March 2, 2021		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Webster Middle School		
			Date of Co-Location meeting with Operations Team:	N/A		

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



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education’s criteria for evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> • Brown Act and Conflict of Interest Trainings were held on August 8, 2020 as evidenced by Board agenda and minutes • Website provides dates of Board meetings reflecting regularly scheduled meetings as well as contact information for each board member. Governing Board meeting agendas and minutes are posted on the school’s website. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria).</p> <ul style="list-style-type: none"> • As evidenced by Board agendas and minutes: <ul style="list-style-type: none"> ○ Regular academic updates provided by the MPS Chief Academic Officer and other staff. Some updates include the following: information related to distance learning improvements and challenges; updated reopening plans; and instructional model during distance learning. ○ Distance Learning Policy approved 9/10/2020, which addresses areas of schedules, grading, attendance, supervision, expectations, and technology <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>	

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



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.) 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity Governing Board meetings are held in accordance with the requirements of SB 126 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>			
Rubric			
Sources of Evidence			
<ul style="list-style-type: none"> • Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 			
Performance	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) 		



G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) <p>The rating of 2 is primarily due to the significant deficiencies (relating to internal control) identified in the charter operator's (Magnolia Educational & Research Foundation) and the school's 2019-2020 independent audit reports, respectively. See further details in the Fiscal Operations section below.</p>
<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p>	
<p>N/A</p>	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1
California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI)</p> <ul style="list-style-type: none"> All numerically significant subgroups have “Status/DFS” scores above the statewide averages as it relates to CCI. The school has one numerically significant subgroup for this indicator: Socioeconomically Disadvantaged <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is orange <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is red <p>A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none"> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages in ELA. The school has two numerically significant subgroups: Latino and Socioeconomically Disadvantaged. <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none"> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages in Math <p>**PLEASE SEE INDICATOR 04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS for more information</p>	



A11: ENGLISH LEARNER RECLASSIFICATION

- The school did not reclassify any of its English Learners.
- Per school leadership, the following factors contributed to the reclassification of 0% of EL students:
 - The school hired a new EL Coordinator and had difficulty adjusting to the added responsibilities
 - The majority (9 out of 11) EL students are dually-identified (EL and Student with Disabilities), and 6 out of 13 are considered LTELS. Campus closures presented challenges to the virtual learning format for many students, including ELs
 - MSA 4 was unable to complete the administration of the 2020 summative ELPAC with students. Three of the students would have been eligible to reclassify. Additionally, two of those students transferred to another school before the end of the school year, and one student enrolled at MSA-6. Had the three students stayed enrolled, it's believed that 27% of the students would have been reclassified. It is anticipated that the reclassification rates will improve for the 2020-2021 school year.

Corrective Action Required

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

Notes:

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI): Although there is no color designated for this indicator, it's important to note that the school's percentage of prepared students in 2019 is 55.0%, higher than the state at 44.1%.

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR: Although there is no color designated for this indicator, it's important to note that the school's percentage of graduated students for 2019 is 97.6%, higher than the state at 85.9%.

“At Risk” rate is 0%, compared to the state at 5.7%

LTEL rate is 7.7%, compared to the state at 8.9%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

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

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.**



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)



A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input checked="" type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math



- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



<input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”. <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

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

Academic Benchmarks and status:

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.**

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning



LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

<i>The CSD reviewed the Learning Continuity and Attendance Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.</p> <ul style="list-style-type: none"> • Per school leadership, school continues to utilize StudySync curriculum for ELA and Math via McGraw Hill <ul style="list-style-type: none"> ○ 100% of families have technology devices an access to the internet in order to participate in distance learning. Some of the online platforms utilized include the following: Aleks, Khan Academy, Nearpod, MyOn, Flocabulary, Quizizz, Odysseyware, and Naviance. ○ Students participate in the Dual Enrollment Program with LA Valley College (students can enroll in lower division courses and earn college credits through community colleges. 32% of students enrolled in at least one college course during the 2020-2021 school year) • As evidenced by virtual classroom observations, students and teachers were observed utilizing Nearpod; google classroom; teachers checked for understanding utilizing the chat box and annotation via zoom, as well as the use of taking polls. • Nineteen out of twenty-three senior applied to 4-year colleges and seniors were able to participate in virtual college trips • 65% of the current graduation class, per school administration, is on track for earing prepared based on the California College Career Indicator <p>O4: The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • School leadership shared the following: <ul style="list-style-type: none"> ○ The Think together team provides additional one-on-one support to students during asynchronous learning ○ After-school tutoring hours increased from 40 minutes to 120 minutes daily. Approximately 10-15 students join the tutoring sessions every day. ○ 64% of students met their NWEA projected growth target in reading and 60% in Math (Fall to Winter) <ul style="list-style-type: none"> ▪ 66% of Students with Disabilities (SWD) met growth projection in Math and 50% in ELA ▪ 33% of English Learners (ELs) met growth projection in math and 57.7% in ELA ○ Students showed mastery at increased levels per the IAB Math (45.5%) and ELA (54%) ○ Students improved Average Lexile Growth (L) from Fall to Spring by 142.2 L on myON ○ Students continue to receive ongoing support via small group instruction; mentoring from nine MSA4 teachers with academic support; and Think Together Academic Support; and support from a full time special education aide for SWD. <p>O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.</p> <ul style="list-style-type: none"> • Per Welligent, at the time of the oversight visit, all IEPs were compliant (per the 200 report) and student services were being tracked (per the 300 report) • Per school leadership, there is an improvement in the collaboration between general and special education teachers to address the needs of SWD. Also, the school hir4ed an additional part-time special education teacher and promoted the special education aide from part-time to full-time to provide additional support to SWD. 	



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

- Per school leadership, the school has implemented Zones of Regulation, a curriculum designed to foster self-regulation and emotional control. This program was adopted to teach students how to regulate their feelings, energy, and sensory needs in order to meet the demands during the pandemic
- PBIS assemblies are held to celebrate students' success
- Mentorship program (nine MSA4 teachers) also support students with social-emotional needs
- One-on-one counseling is offered to students and staff by partnering with Pepperdine University counselors. Also, the school has a partnership with Care Solace, a service that supports families with their services.
- Mindfulness exercises are implemented with students on Fridays

O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- Per school leadership:
 - Parent Square is utilized to reach out to parents as needed and provided necessary information
 - School partnered with One Family LA and provided financial support to ten of the students and their families
 - School conducted thirty-two virtual home visits to stay connected to families
 - SSC/PTF/ELAC meetings were held to inform all stakeholders of ongoing information related to the school and receive feedback from families

Areas Noted for Further Growth and/or Improvement

School leadership noted "Priorities and Grows." Some of those include the following:

- Graduation Rate – Goal is 100%
- Percentage of students in the current year CCI who eared Prepared – Goal is 65%
- Student Suspension Rate – Goal is 0%
- Chronic Absenteeism Rate – Goal is below 10%
- Improvement of student reading comprehension and Out-Of-School Reading
- Teacher Development and Wellbeing – professional developments (e.g. SEL and Culturally Responsive Teaching) and Team Building events
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually – Goal is 15%
- Percentage of students who have received a grade of "C" or better – Goal is 90%

Corrective Action Required

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



Notes: None

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

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

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has:

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

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



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

<i>The school:</i>					
<ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 					
Performance	Rubric				
Performance	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #f2d2d2;">Rubric</th> <th style="background-color: #f2d2d2;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis </td> <td> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
Rubric	Sources of Evidence				
<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)				



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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



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

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

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

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



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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

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

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



O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



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

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

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



8011 Magnolia Science Academy 4	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		648,571	627,787	1,336,770	1,336,770		0	807,651	1,475,263	1,475,263		690,960	1,161,728	1,317,106	1,317,106
Current Assets		1,102,995	963,869	1,494,375	1,494,742		0	1,037,066	1,809,305	1,812,120		727,529	1,221,064	1,426,748	1,498,792
Fixed and Other Assets		106,137	106,137	46,458	46,459		0	39,669	30,803	30,803		11,490	45,571	42,347	42,347
Total Assets		1,209,132	1,070,006	1,540,833	1,541,201		0	1,076,735	1,840,108	1,842,923		739,019	1,266,635	1,469,095	1,541,139
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		113,923	11,598	47,725	70,687		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		113,923	11,598	47,725	70,687		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850
Net Assets		1,095,210	1,058,407	1,493,108	1,470,514		1,187,040	882,994	1,322,728	1,322,729		641,619	663,452	713,471	908,289
Total Revenues	2,315,274	2,160,715	2,344,475	2,382,377	2,446,842	2,280,825	2,306,668	2,223,924	2,157,192	2,252,250	2,206,692	1,674,967	1,672,714	1,546,842	1,841,343
Total Expenditures	2,202,177	2,101,023	2,316,227	1,919,428	2,006,487	2,357,549	2,612,736	2,811,443	2,304,978	2,400,035	2,182,703	2,356,076	2,331,990	2,156,099	2,255,782
Net Income / (Loss)	113,097	59,692	28,248	462,949	440,355	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	113,097	59,692	28,248	462,949	440,355	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)
Net Assets, Beginning	903,173	1,035,518	1,035,518	1,030,159	1,030,159	1,058,407	1,493,108	1,493,107	1,493,108	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728
Adj. for restatement / Prior Yr Adj	0	0	(5,359)	0	0	0	0	(22,594)	(22,594)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	903,173	1,035,518	1,030,159	1,030,159	1,030,159	1,058,407	1,493,108	1,470,513	1,470,514	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728
Net Assets, End	1,016,271	1,095,210	1,058,407	1,493,108	1,470,514	981,683	1,187,040	882,994	1,322,728	1,322,729	906,984	641,619	663,452	713,471	908,289

8011 Magnolia Science Academy 4	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	776,350	1,336,770	1,475,263	1,317,106	0		767,223	0	0	0
Current Assets	1,215,177	1,494,742	1,812,120	1,498,792	0		1,006,842	0	0	0
Fixed and Other Assets	53,730	46,459	30,803	42,347	0		39,282	0	0	0
Total Assets	1,268,907	1,541,201	1,842,923	1,541,139	0		1,046,124	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	238,748	70,687	520,194	632,850	0		121,046	0	0	0
Other Long Term Liabilities	0	0	0	0	0		229,930	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	238,748	70,687	520,194	632,850	0		350,976	0	0	0
Net Assets	1,030,159	1,470,514	1,322,729	908,289	0		695,148	0	0	0
Total Revenues	2,427,635	2,446,842	2,252,250	1,841,343	0	1,614,498	1,864,773	0	0	0
Total Expenditures	2,059,966	2,006,487	2,400,035	2,255,782	0	1,611,183	1,883,096	0	0	0
Net Income / (Loss)	367,669	440,355	(147,785)	(414,439)	0	3,315	(18,323)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	367,669	440,355	(147,785)	(414,439)	0	3,315	(18,323)	0	0	0
Net Assets, Beginning	662,490	1,030,159	1,470,514	1,322,728	0	663,452	713,471	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	662,490	1,030,159	1,470,514	1,322,728	0	663,452	713,471	0	0	0
Net Assets, End	1,030,159	1,470,514	1,322,729	908,289	0	666,767	695,148	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s and MSA4’s independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 4’s fiscal condition is positive and has been downward trending since the 2017-2018 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$908,289 and a net loss of (\$414,439). The 2020-2021 First Interim projected positive net assets of \$889,966 and a net loss of (\$18,323).</p> <p>According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2020, MSA 4 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools, reported positive net assets of \$30,921,731 and net income of \$2,808,028. MERF, without its related parties and charter schools, reported positive net assets of \$1,954,702, net income of \$557,925, and net income after intercompany transfers of \$331,041. According to MERF, during 2019-2020, MSA 4 paid management fees of \$37,648 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	<p>2</p>



Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	\$1,030,159	\$1,470,514	\$1,322,729	\$908,289	\$889,966
Net Income/Loss	\$367,669	\$440,355	(\$147,785)*	(\$414,439)**	(\$18,323)***
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*See Items 29, 30 and 31 in the Notes section for further details.

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF's *Financial Policies and Procedures Manual FY 2020-21*. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

- Late Payments to Vendors:**

Based on the CSD's review of the four LAUSD-authorized Magnolia schools' check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 35 checks and 12 bank transactions were selected for further review. The CSD noted 7 of the 35 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.



Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	43320	7/29/2020	3/28/2020	CSUN	\$700.00	SPED Consulting Services
2	70433	9/18/2020	8/22/2020	Digital Scepter	\$4,873.22	Firewall URL Brd App Erates Vendor FY 20-21
3	90692	8/28/2020	7/1/2020	Illuminate Education, Inc.	\$1,017.21	Copier Charges 249880-75299-01 BPO FY 20-21
4	90806	10/30/2020	10/23/2020	M&M Paper & Toner Co.	\$4,763.25	Bulk Purchase PPE- MSA8
5	90602	6/30/2020	2/11/2020	School Employee	\$3,588.00	Tuition Reimbursement
6	90792	10/13/2020	7/22/2020	Office Depot	\$853.96	Office Depot
7	90644	7/17/2020	4/3/2020	Young, Miney, & Corr. LLP	\$470.00	Legal Services V Ramirez

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) explained that “most of the delays were caused by interruptions in operations because of COVID-19 (working remotely, limited access to school sites and home office). MERF is working with vendors to automate the invoicing process through emails.”

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

2. 2019-2020 Audited Financial Statement Findings:

Per Magnolia Educational & Research Foundation’s and MSA 4’s 2019-2020 independent audit reports, respectively, significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified that are required to be reported in accordance with Government Auditing Standards.

AB 3627 Finding

“2020-001 Internal Control (30000)



Criteria and Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

Condition

Communication Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned Costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements, which if not recorded, would have resulted in a material misstatement of the financial statements.

Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year-end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Repeat Finding (Yes or No)

No

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization’s overall internal control process. The Organization has created processes to monitor and implement these controls.”



LEA Response to the CSD

MERF’s CFO indicated that the organization went through a couple of key fiscal staff transitions during the 2019-2020 year-end and Unaudited Actuals (UA’s) processes. Additionally, Delta Managed Solutions, Inc., (DMS, MERF’s back office services provider firm) also encountered transitions of key staff who were providing support to Magnolia schools. Due to the transitions in staff, it took longer to fully close the MERF schools’ books and perform a thorough year-end closure procedure before submitting the UA’s. The CSD was further advised that the year-end review process was completed after the UA’s were submitted. Necessary adjusting/accrual entries were proposed as part of the audit work. MERF’s CFO stated that the auditors categorized all of the adjusting entries as “Adjusting Journal Entries” (AJE’s), and because the amounts were above the materiality limits, the auditor noted a “Significant Deficiency” in the 2019-2020 audit report. MERF’s CFO further asserted that almost all of these AJE’s were due the untimely submission of the UA’s and full closure of the books at year-end.

MERF’s CFO stated that Magnolia’s current procedures in place are structured to provide segregation of duties (the completions of reconciliations and subsequent reviews of the reconciliations and draft financial reports). The CSD was advised: “Moving forward these procedures will be strictly adhered to in order to provide a thorough review of the balance sheet accounts and the draft financials; each month a reconciliation of Accounts Receivable (AR), Accrued Accounts Payable (AP), Prepaid expenditures, and payroll liabilities are completed by DMS staff. Reconciling items and other items that are not cleared [through] normal accounting processes are highlighted for guidance/action. These reconciliations will be forwarded to the Magnolia finance team for review. This process ensures all accruals are correct and cleared timely during the fiscal year. In addition, at year-end, schedules will be created to derive AR and AP accruals required for closing the fiscal year. We believe these measures will enhance and improve our existing processes and allow us to expedite the year-end close. Which will enable us to make sure there are minimal adjustments to the financials after Unaudited Actuals are submitted.”

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

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from May 2020 through October 2020, prepared by DMS. The CSD noted 27 checks, drawn on the schools’ operating accounts ending in X2703, X5041, X6121, and X6769 that, as of October 31, 2020, had been outstanding for over 100 days. Details regarding these checks are summarized below.



Item #	Account Number	Check Number	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	X2703	73790	1/30/2020	LA County Office of Education	\$135.00	274	LACOE PD
2	X6121	70307	2/13/2020	Child Care Careers, LLC	\$144.84	260	Invoice Wk Ending 10/25/19
3	X2703	73805	2/14/2020	LACOE	\$220.00	259	Staff PD for 2 teacher Math Standards
4	X6121	70320	3/3/2020	JeJe Chicken	\$120.36	242	PD for LAUSD oversight visit
5	X6121	70334	3/31/2020	First Lutheran Church	\$50.00	214	Special Events
6	X5041	90472	4/10/2020	Panorama Education Inc.	\$324.00	204	Panorama Survey Budget App 06.18
7	X6769	43273	4/23/2020	Student	\$100.00	191	Senior reimbursement Cancellation FY 19-20
8	X2703	73903	5/14/2020	School Employee	\$25.00	170	Internet and Phone Reimbursement
9	X5041	90501	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
10	X5041	90518	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
11	X5041	90523	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
12	X5041	90556	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
13	X5041	90557	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
14	X2703	73964	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement



15	X2703	73965	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
16	X5041	90596	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
17	X5041	90598	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
18	X5041	90602	6/30/2020	School Employee	\$3,613.00	124	Tuition Reimbursement
19	X5041	90603	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
20	X5041	90611	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
21	X5041	90614	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
22	X5041	90618	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
23	X5041	90620	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
24	X5041	90625	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
25	X2703	74012	7/10/2020	School Employee	\$25.00	113	Internet and Phone Reimbursement
26	X6121	70381	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
27	X6121	70383	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
TOTAL					\$5,182.20		

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/11/2020), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.



<p>In response to the CSD’s observations above, MERF’s CFO stated: “Currently, the practice is to cancel any outstanding checks that are older than 100 days. We will ensure to monitor this practice more closely not to allow any outstanding checks age over 100 days. We will develop internal review processes working with the back office service provider that will enable us to timely discover any such checks.”</p> <p>The CSD recommends that MERF revise its fiscal policies and procedures to align with its current practice and provide guidelines and establish expectations for its staff and/or DMS regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.</p> <p>The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified related to MERF's and the school's consolidated financial statements that are required to be reported in accordance with Government Auditing Standards. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,317,106 and total expenditures equal \$2,255,782. Therefore, the school's cash reserve level is 58.38%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citi Bank Checking Accounts Ending in X5041, X6769, X6121, and X2703): 43200, 43246, 43264, 43320, 43336, 43356, 43394, 70346, 70350, 70377, 70387, 70433, 70458, 70465, 70469, 70473, 73845, 74151, 74154, 74155, 90360, 90468, 90482, 90487, 90602, 90638, 90644, 90657, 90691, 90692, 90750, 90759, 90792, 90806, and DDP-00000282.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] for the months of May, June, July and September 2020 for sample testing. The transaction descriptions are:



- i. Citi Bank Checking X6769 Transactions: (1) 5/8/2020 – **(\$553.69)**; (2) 5/19/2020 – **(\$44,303.93)**; (3) 6/1/2020 – **(\$13.11)**; and (4) 6/22/2020 – **(\$1,002.63)**.
 - ii. Citi Bank Checking X6121 Transactions: (1) 5/1/2020 – **(\$17,659.37)**; (2) 5/22/2020 – \$21,375.00; and (3) 7/24/2020 – **(\$20.88)**.
 - iii. Citi Bank Checking X2703 Transactions: (1) 6/1/2020 – **(\$326.22)**; and (2) 6/1/2020 – **(\$236.09)**.
 - iv. Citi Bank Checking X5041 Transactions: (1) 6/8/2020 – **(\$663.86)**; (2) 6/11/2020 – **(\$5,974.18)**; and (3) 9/10/2020 - \$1.00.
- 16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of June 2020, July 2020, and September 2020 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 4)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
- 17. Reviewed bank statements and bank reconciliations from May 2020 through December 2020. Selected the months of May 2020 through December 2020 for sample testing. The CSD’s observations were noted under the Other Observations section above.
 - a. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - b. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - c. Citi Bank Checking Account Ending in X2703 (MSA 7)
 - d. Citi Bank Checking Account Ending in X5041 (MSA Bell)
- 18. A Segregation of Duties (SOD) review was conducted remotely at Magnolia Science Academy 7 via videoconference. No discrepancies were noted
- 19. Equipment inventory was provided.
- 20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school’s website.
- 21. The most current Audited Financial Statements are posted on the charter school’s website.
- 22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
- 23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school’s website.
- 24. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
- 25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
- 26. Pursuant to AB 1871, a signed written statement that indicates that MSA 4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
- 27. MERF provided documentation regarding nine pending legal matters. Four of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF’s insurance. MERF further stated: “None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties.”
- 28. The 2019-2020 audited and unaudited actuals do not mirror each other. There are variances: 1) \$72,044 in current assets; 2) **(\$122,774)** in current liabilities; 3) \$294,501 in total revenues; 4) \$99,683 in total expenditures; and 5) \$194,818 in net income. MERF’s Controller attributed these variances to the following factors: 1) A negative EPA receivable amount was reclassified from Accounts Receivable to Accounts Payable, resulting



in an increase in current assets and current liabilities of \$72K; 2) The 2019-2020 audited financials reflected a Accounts Payable reduction of \$202,451 as part of the current liabilities; 3) The increase in total revenues of \$294,501 was attributed to additional STRS-related contributions recognized in the audited financials (offset with the related increased expenses) and a reclassification of revenue; 4) The increase in total expenditures was primarily attributed to the STRS “on-behalf contributions” (per the school’s 2019-2020 audit); and 5) The increase in net income was primarily attributed to the combination of 3) and 4) above.

29. *According to MERF’s the back office provider firm, DMS, the net loss of (\$147,785) as reflected in MSA 4’s 2018-2019 Audited Financials is primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.
30. **According to MERF’s Controller, the net loss of (\$414,439) as reflected in MSA 4’s 2019-2020 Audited Financials is primarily due to the school not meeting its enrollment target of 176 students (the school’s 2019-2020 Norm Enrollment was 131 students).
31. ***According to MERF’s Controller, the projected net loss of (\$18,323) as reflected in MSA 4’s 2020-2021 First Interim is primarily due to the school not meeting its enrollment target of 176 students (the school’s 2020-2021 Norm Enrollment was 101 students).



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

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

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

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



Fiscal Operations Rubrics

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

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

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



An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - o Most current financial reports presented to the governing board
 - o Salary schedules/benefits/information
 - o Budget development process
 - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - o The most current approved petition
 - o Fiscal policies and procedures manual

An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - o Most current financial reports presented to the governing board
 - o Salaries schedule/benefits/information
 - o Budget development process
 - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - o The most current approved petition
 - o Fiscal policies and procedures manual



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

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



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

- 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
- 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

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

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

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

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



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



<i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i>	<i>A new school would be assessed as Unsatisfactory based on the statements below:</i>
<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.	<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

MAGNOLIA SCIENCE ACADEMY 6 - 8013

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

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



Charter School Name:		Magnolia Science Academy 6 (MSA6)			Location Code:	8013
Current Address:		City:	ZIP Code:	Phone:	Fax:	
3754 Dunn Drive		Los Angeles	90034	310-842-8555	310-842-8558	
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:		
July 1, 2019 to June 30, 2024			1	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-137		
163	300					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-45.67%		
6-8	6-8					
Norm Enrollment Number:		163				
Total Number of Staff Members:	12	Certificated:	7	Classified:	5	
Charter School's Leadership Team Members:		John Terzi, Principal; James Choe, Assistant Principal; David Yilmaz, Chief Accountability Officer; Brenda Lopez, Director of Student Services; Traci Lewin, Director of Math Programs; Katie Mann, EL/ELA Program Coordinator; Erdinc Acar, CAO				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services				
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Ramirez		
Other School/CSD Team Members:	N/A					
REMOTE Oversight Visit Date(s):	March 16, 2021		Fiscal Review Date (if different):	March 2, 2021		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A		
		Date of Co-Location meeting with Operations Team:		N/A		

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



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/16/2021

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> • Brown Act and Conflict of Interest Trainings were held on August 8, 2020 as evidenced by Board agenda and minutes • Website provides dates of Board meetings reflecting regularly scheduled meetings as well as contact information for each board member. Governing Board meeting agendas and minutes are posted on the school’s website. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria).</p> <ul style="list-style-type: none"> • As evidenced by Board agendas and minutes: <ul style="list-style-type: none"> ○ Regular academic updates provided by the MPS Chief Academic Officer and other staff. Some updates include the following: information related to distance learning improvements and challenges; updated reopening plans; and instructional model during distance learning. ○ Distance Learning Policy approved 9/10/2020, which addresses areas of schedules, grading, attendance, supervision, expectations, and technology. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	
<p><i>*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.) 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity Governing Board meetings are held in accordance with the requirements of SB 126 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>			
Rubric			
Sources of Evidence			
<ul style="list-style-type: none"> • Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 			
Performance	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) 		



G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) <p>The rating of 2 is primarily due to the significant deficiencies (relating to internal control) identified in the charter operator's (Magnolia Educational & Research Foundation) and the school's 2019-2020 independent audit reports, respectively. See further details in the Fiscal Operations section below.</p>
<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p>	
<p>N/A</p>	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is blue <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none"> All numerically significant subgroups have “Status/DFS” scores above the statewide averages in Math (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) <p>A11: ENGLISH LEARNER RECLASSIFICATION</p> <ul style="list-style-type: none"> The school reclassifies English Learners at a rate similar to the state average. The school’s rate is 12.5%, compared to the state at 13.8% <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is orange Per school leadership, teachers are utilizing websites like Quizziz, Quizlet, and Peardeck to increase student engagement in the area of ELA. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data. <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is orange Per school leadership, teachers are utilizing websites like Quizziz, Quizlet, and IXL to increase student engagement in the area of Math. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data. <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none"> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages in ELA. 	



- There are four numerically significant subgroups: English Learner (lower than the state); Latino (higher than the state); Socioeconomically Disadvantaged (higher than the state); and Students with Disabilities (lower than the state)
- Per school leadership, teachers are utilizing websites like Quizziz, Quizlet, and Peardeck to increase student engagement in the area of ELA. Additionally, the school has implemented tutoring both after school and on Saturdays for students who are making minimal or no progress based on internal assessment data.

****PLEASE SEE INDICATOR 04: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS for more information as it relates to the school leadership’s efforts to increase academic achievement for MSA6.**

Corrective Action Required

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

Notes:

At Risk rate is 0%, compared to the state at 5.7%

LTEL rate is 18.1%, compared to the state at 8.9%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.***



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)



A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math



- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



<p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
N/A



LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

<i>The CSD reviewed the Learning Continuity and Attendance Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS</p> <ul style="list-style-type: none"> • Per school leadership, MSA 6 continues to implement MyMath, StudySync, and Inspire Science. Additionally, school utilizes online platforms such as IXL, MyOn, Peardek, Quizziz, Quizlet, Brainpop, and Google Classroom. During distance learning, teachers utilize the Zoom platform to conduct synchronous instruction. • As observed during virtual classroom observations, students used Quizziz and teachers gave praise and positive reinforcement to students <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • School leadership shared the following: <ul style="list-style-type: none"> ○ Students now have extended homeroom time. The homeroom block is now an 80-minutes daily instructional block. During this time, teachers' check-in with students, incorporate Social Emotional Learning (SEL) lessons using the Zones of Regulation curriculum, and PE is also conducted. Once a week the Health and Wellness Coach talks with the students about wellness during this time, plus provides live workout sessions twice a week. Designated ELD is also occurring during this time. ○ NWEA Fall 2020 results: <ul style="list-style-type: none"> ▪ 6th grade: In Math, 43% are performing Average to High. 13 out of 47 students tested are at or above Norm Grade level Mean RIT. 22 out of 47 students tested are At or Above District Grade Level Mean RIT. In Language Arts: Reading, 16 out of 46 students At or Above Norm Grade Level mean RIT. 30 out of 46 At or Above District Grade Level Mean RIT ▪ 7th Grade: In Math, 10 out of 43 students at or above norm grade level mean RIT; 20 out of 43 is at or above District Grade Level Mean RIT. In Language Arts: Reading 17 out of 43 at or above norm; 23 out of 43 at or above District Grade Level Mean RIT ▪ 8th grade: Math: 17 out of 58 at or above norm grade level mean RIT; 20 out of 58 at or above District Grade Level Mean RIT. In Language Arts: Reading: 18 out of 61 at or above norm grade level mean RIT; 25 out of 61 at or above district grade level mean RIT ○ There is a new 8th grade Math teacher this school year <p>O6: Although the school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, there were a few concerns at the time of the visit:</p> <ul style="list-style-type: none"> • Per Welligent (200 report), there were three overdue IEPs. School leadership shared that one of students just enrolled due with an overdue IEP, one IEP is currently in litigation, and the other requires a formal evaluation (due to the world-wide COVID-19 pandemic and school closures, in-person assessments have not been able to be conducted) • At the time of the visit, there was one special education teacher and 31 students. School leadership shared that the school has applied for a waiver from the state. School leadership was reminded that a waiver should be in place prior to the caseload reaching 28 (which is a statewide cap for Resource Specialist Programs). In an effort to support Students with Disabilities (SWD), there are two special education assistants to assist with instruction. 	



O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.

- School leadership shared the following:
 - ParentSquare is utilized to communicate with families (e.g. text messages, voicemails, and emails)
 - Four Parent college sessions were held and about 10 parents are attending the program
 - There were home visits occurring at the beginning of the school year. Now, it's been switched to virtual home visits
 - More parents are attending meetings than before the school closure
 - The school created an online Helpdesk to support families with technical support since all students are getting instruction via distance learning
 - Survey results indicate the following approval ratings: 79% from students; 99% from parents; and 93% from staff

Areas Noted for Further Growth and/or Improvement

School leadership indicated some "Priorities." Some of them include the following:

- Keeping a special education teacher on-board for the rest of the school year (the long-standing former teacher retired in June 2020)
- Holding IEP meetings on-time
- Engagement (of students)
- Working closely with EL's and SWD during Saturday School and afterschool tutoring sessions
- Keeping a high attendance rate and lowering chronic absenteeism

School leadership indicated some "Grows." Some of them include the following:

- Meeting the needs of students who are dually identified as SWD and EL
- Increasing student engagement
- Decreasing the number of failing students (20% of students had at least one "F" at the end of the first semester)
- Giving more SEL support throughout distance learning
- More individualized support for students' learning needs

Corrective Action Required

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

Notes: None



****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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



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

<i>The school:</i>					
<ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 					
Performance	Rubric				
Performance	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #f2d2d2;">Rubric</th> <th style="background-color: #f2d2d2;">Sources of Evidence</th> </tr> </thead> <tbody> <tr> <td> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis </td> <td> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </tbody> </table>	Rubric	Sources of Evidence	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
Rubric	Sources of Evidence				
<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)				



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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



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

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

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

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



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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

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

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



O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



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

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



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

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



8014	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 7															
Cash and Cash Equivalents		951,941	1,008,028	1,269,979	1,269,979		0	601,058	1,314,944	1,314,944		1,340,343	1,177,482	1,632,981	1,632,981
Current Assets		1,338,710	1,366,084	1,607,504	1,610,557		0	1,143,608	1,748,558	1,748,558		1,711,329	1,547,429	1,931,684	2,131,455
Fixed and Other Assets		78,421	65,317	168,099	175,325		0	152,110	168,098	168,098		139,181	423,065	504,930	504,930
Total Assets		1,417,131	1,431,401	1,775,603	1,785,882		0	1,295,718	1,916,656	1,916,656		1,850,510	1,970,494	2,436,614	2,636,385
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493
Net Assets		1,153,980	1,101,891	1,498,659	1,498,196		1,311,921	1,220,432	1,542,640	1,542,641		1,749,971	1,746,749	1,788,846	1,878,892
Total Revenues	3,503,588	3,527,538	3,695,027	3,784,761	3,851,149	3,706,710	3,781,111	4,008,044	3,760,147	3,931,854	3,740,644	3,888,283	3,911,147	3,701,289	3,884,632
Total Expenditures	3,468,344	3,391,751	3,605,465	3,298,432	3,365,283	3,607,797	3,967,849	4,285,808	3,715,702	3,887,409	3,660,305	3,680,952	3,707,038	3,455,083	3,548,380
Net Income / (Loss)	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252
Net Assets, Beginning	912,396	1,018,193	1,018,193	1,012,330	1,012,330	1,101,891	1,498,659	1,498,658	1,498,658	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640
Adj. for restatement / Prior Yr Adj	0	0	(5,863)	0	0	0	0	(462)	(463)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	912,396	1,018,193	1,012,330	1,012,330	1,012,330	1,101,891	1,498,659	1,498,196	1,498,195	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640
Net Assets, End	947,640	1,153,980	1,101,891	1,498,659	1,498,196	1,200,803	1,311,921	1,220,432	1,542,640	1,542,641	1,300,772	1,749,971	1,746,749	1,788,846	1,878,892

8014	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy 7										
Cash and Cash Equivalents	830,140	1,269,979	1,314,944	1,632,981	0		1,261,633	0	0	0
Current Assets	1,237,021	1,610,557	1,748,558	2,131,455	0		1,876,302	0	0	0
Fixed and Other Assets	35,589	175,325	168,098	504,930	0		509,930	0	0	0
Total Assets	1,272,610	1,785,882	1,916,656	2,636,385	0		2,386,232	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	260,280	287,686	374,015	757,493	0		522,150	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	260,280	287,686	374,015	757,493	0		522,150	0	0	0
Net Assets	1,012,330	1,498,196	1,542,641	1,878,892	0		1,864,082	0	0	0
Total Revenues	3,620,605	3,851,149	3,931,854	3,884,632	0	3,603,876	4,131,404	0	0	0
Total Expenditures	3,555,627	3,365,283	3,887,409	3,548,380	0	3,497,378	4,056,169	0	0	0
Net Income / (Loss)	64,978	485,866	44,445	336,252	0	106,498	75,235	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	64,978	485,866	44,445	336,252	0	106,498	75,235	0	0	0
Net Assets, Beginning	947,352	1,012,330	1,498,196	1,542,640	0	1,746,749	1,788,847	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	947,352	1,012,330	1,498,196	1,542,640	0	1,746,749	1,788,847	0	0	0
Net Assets, End	1,012,330	1,498,196	1,542,641	1,878,892	0	1,853,247	1,864,082	0	0	0



FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s and MSA4’s independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 6’s fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$1,851,544 and net income of \$37,254. The 2020-2021 First Interim projected positive net assets of \$2,023,539 and net income of \$171,995.</p> <p>According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2020, MSA 6 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools, reported positive net assets of \$30,921,731 and net income of \$2,808,028. MERF, without its related parties and charter schools, reported positive net assets of \$1,954,702, net income of \$557,925, and net income after intercompany transfers of \$331,041. According to MERF, during 2019-2020, MSA 6 paid management fees of \$37,648 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>	<p>2</p>



Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	\$1,258,921	\$1,603,898	\$1,814,289	\$1,851,544	\$2,023,539
Net Income/ Loss	\$301,656	\$344,977	\$210,391	\$37,254	\$171,995
Transfers In/ Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF's *Financial Policies and Procedures Manual FY 2020-21*. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

- Late Payments to Vendors:**

Based on the CSD's review of the four LAUSD-authorized Magnolia schools' check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 35 checks and 12 bank transactions were selected for further review. The CSD noted 7 of the 35 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.



Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	43320	7/29/2020	3/28/2020	CSUN	\$700.00	SPED Consulting Services
2	70433	9/18/2020	8/22/2020	Digital Scepter	\$4,873.22	Firewall URL Brd App Erates Vendor FY 20-21
3	90692	8/28/2020	7/1/2020	Illuminate Education, Inc.	\$1,017.21	Copier Charges 249880-75299-01 BPO FY 20-21
4	90806	10/30/2020	10/23/2020	M&M Paper & Toner Co.	\$4,763.25	Bulk Purchase PPE- MSA8
5	90602	6/30/2020	2/11/2020	School Employee	\$3,588.00	Tuition Reimbursement
6	90792	10/13/2020	7/22/2020	Office Depot	\$853.96	Office Depot
7	90644	7/17/2020	4/3/2020	Young, Miney, & Corr. LLP	\$470.00	Legal Services V Ramirez

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) explained that “most of the delays were caused by interruptions in operations because of COVID-19 (working remotely, limited access to school sites and home office). MERF is working with vendors to automate the invoicing process through emails.”

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

2. 2019-2020 Audited Financial Statement Findings:

Per Magnolia Educational & Research Foundation’s and MSA 6’s 2019-2020 independent audit reports, respectively, significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified that are required to be reported in accordance with Government Auditing Standards.

AB 3627 Finding

“2020-001 Internal Control (30000)



Criteria and Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

Condition

Communication Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned Costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.

Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Repeat Finding (Yes or No)

No

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization’s overall internal control process. The Organization has created processes to monitor and implement these controls.”



LEA Response to the CSD

MERF’s CFO indicated that the organization went through a couple of key fiscal staff transitions during the 2019-2020 year-end and Unaudited Actuals (UA’s) processes. Additionally, Delta Managed Solutions, Inc., (DMS, MERF’s back office services provider firm) also encountered transitions of key staff who were providing support to Magnolia schools. Due to the transitions in staff, it took longer to fully close the MERF schools’ books and perform a thorough year-end closure procedure before submitting the UA’s. The CSD was further advised that the year-end review process was completed after the UA’s were submitted. Necessary adjusting/accrual entries were proposed as part of the audit work. MERF’s CFO stated that the auditors categorized all of the adjusting entries as “Adjusting Journal Entries” (AJE’s), and because the amounts were above the materiality limits, the auditor noted a “Significant Deficiency” in the 2019-2020 audit report. MERF’s CFO further asserted that almost all of these AJE’s were due the untimely submission of the UA’s and full closure of the books at year-end.

MERF’s CFO stated that Magnolia’s current procedures in place are structured to provide segregation of duties (the completions of reconciliations and subsequent reviews of the reconciliations and draft financial reports). The CSD was advised: “Moving forward these procedures will be strictly adhered to in order to provide a thorough review of the balance sheet accounts and the draft financials; each month a reconciliation of Accounts Receivable (AR), Accrued Accounts Payable (AP), Prepaid expenditures, and payroll liabilities are completed by DMS staff. Reconciling items and other items that are not cleared [through] normal accounting processes are highlighted for guidance/action. These reconciliations will be forwarded to the Magnolia finance team for review. This process ensures all accruals are correct and cleared timely during the fiscal year. In addition, at year end, schedules will be created to derive AR and AP accruals required for closing the fiscal year. We believe these measures will enhance and improve our existing processes and allow us to expedite the year-end close. Which will enable us to make sure there are minimal adjustments to the financials after Unaudited Actuals are submitted.”

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

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from May 2020 through October 2020, prepared by DMS. The CSD noted 27 checks, drawn on the schools’ operating accounts ending in X2703, X5041, X6121, and X6769 that, as of October 31, 2020, had been outstanding for over 100 days. Details regarding these checks are summarized below.



Item #	Account Number	Check Number	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	X2703	73790	1/30/2020	LA County Office of Education	\$135.00	274	LACOE PD
2	X6121	70307	2/13/2020	Child Care Careers, LLC	\$144.84	260	Invoice Wk Ending 10/25/19
3	X2703	73805	2/14/2020	LACOE	\$220.00	259	Staff PD for 2 teacher Math Standards
4	X6121	70320	3/3/2020	JeJe Chicken	\$120.36	242	PD for LAUSD oversight visit
5	X6121	70334	3/31/2020	First Lutheran Church	\$50.00	214	Special Events
6	X5041	90472	4/10/2020	Panorama Education Inc.	\$324.00	204	Panorama Survey Budget App 06.18
7	X6769	43273	4/23/2020	Student	\$100.00	191	Senior reimbursement Cancellation FY 19-20
8	X2703	73903	5/14/2020	School Employee	\$25.00	170	Internet and Phone Reimbursement
9	X5041	90501	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
10	X5041	90518	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
11	X5041	90523	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
12	X5041	90556	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
13	X5041	90557	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
14	X2703	73964	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement



15	X2703	73965	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
16	X5041	90596	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
17	X5041	90598	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
18	X5041	90602	6/30/2020	School Employee	\$3,613.00	124	Tuition Reimbursement
19	X5041	90603	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
20	X5041	90611	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
21	X5041	90614	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
22	X5041	90618	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
23	X5041	90620	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
24	X5041	90625	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
25	X2703	74012	7/10/2020	School Employee	\$25.00	113	Internet and Phone Reimbursement
26	X6121	70381	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
27	X6121	70383	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
				TOTAL	\$5,182.20		

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/11/2020), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.



<p>In response to the CSD’s observations above, MERF’s CFO stated: “Currently, the practice is to cancel any outstanding checks that are older than 100 days. We will ensure to monitor this practice more closely not to allow any outstanding checks age over 100 days. We will develop internal review processes working with the back office service provider that will enable us to timely discover any such checks.”</p> <p>The CSD recommends that MERF revise its fiscal policies and procedures to align with its current practice and provide guidelines and establish expectations for its staff and/or DMS regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.</p> <p>The Charter Schools Division will review the recommended updates to the school’s fiscal policies by the next oversight visit. The results may be factored into the school’s rating for next year</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified related to MERF's and the school's consolidated financial statements that are required to be reported in accordance with Government Auditing Standards. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$2,024,300 and total expenditures equal \$1,734,198. Therefore, the school's cash reserve level is 116.73%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citi Bank Checking Accounts Ending in X5041, X6769, X6121, and X2703): 43200, 43246, 43264, 43320, 43336, 43356, 43394, 70346, 70350, 70377, 70387, 70433, 70458, 70465, 70469, 70473, 73845, 74151, 74154, 74155, 90360, 90468, 90482, 90487, 90602, 90638, 90644, 90657, 90691, 90692, 90750, 90759, 90792, 90806, and DDP-00000282.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] for the months of May, June, July and September 2020 for sample testing. The transaction descriptions are:



- Citi Bank Checking X6769 Transactions: (1) 5/8/2020 – (\$553.69); (2) 5/19/2020 – (\$44,303.93); (3) 6/1/2020 – (\$13.11); and (4) 6/22/2020 – (\$1,002.63).
 - Citi Bank Checking X6121 Transactions: (1) 5/1/2020 – (\$17,659.37); (2) 5/22/2020 – \$21,375.00; and (3) 7/24/2020 – (\$20.88).
 - Citi Bank Checking X2703 Transactions: (1) 6/1/2020 – (\$326.22); and (2) 6/1/2020 – (\$236.09).
 - Citi Bank Checking X5041 Transactions: (1) 6/8/2020 – (\$663.86); (2) 6/11/2020 – (\$5,974.18); and (3) 9/10/2020 - \$1.00.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of June 2020, July 2020, and September 2020 for sample testing. No discrepancies were noted.
- a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 6)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
17. Reviewed bank statements and bank reconciliations from May 2020 through December 2020. Selected the months of May 2020 through December 2020 for sample testing. The CSD’s observations were noted under the Other Observations section above.
- a. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - b. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - c. Citi Bank Checking Account Ending in X2703 (MSA 6)
 - d. Citi Bank Checking Account Ending in X5041 (MSA Bell)
18. A Segregation of Duties (SOD) review was conducted remotely at Magnolia Science Academy 7 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school’s website.
21. The most current Audited Financial Statements are posted on the charter school’s website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school’s website.
24. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
26. Pursuant to AB 1871, a signed written statement that indicates that MSA 6 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. MERF provided documentation regarding nine pending legal matters. Four of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF’s insurance. MERF further stated: “None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties.”
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There are variances: 1) \$79,546 in current assets; 2) \$49,123 in current liabilities; 3) \$182,490 in total revenues; and 4) \$152,067 in total expenditures. MERF’s Controller attributed these variances to the following factors: 1) A negative EPA receivable amount was reclassified from Accounts Receivable to Accounts Payable, resulting in an increase in current



assets and current liabilities of \$79,546; 2) The same reason provided for 1) above, offset by other adjustments in current liabilities; 3) The increase in total revenues of \$182,490 was attributed to additional STRS-related contributions recognized in the audited financials (offset with the related increased expenses); and 4) The increase in total expenditures was primarily attributed to the STRS “on-behalf contributions” (per the school’s 2019-2020 audit).

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term, MSA 6 must meet the fiscal benchmark below in order to address the school’s fiscal operations concerns.

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

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

To date, MSA 6 has complied with the benchmark cited above. The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmark above through the remainder of the school’s charter term.



Fiscal Operations Rubrics

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

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

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



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Fiscal policies and procedures manual



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

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



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

- 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
- 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

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

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

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

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



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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

MAGNOLIA SCIENCE ACADEMY 7 - 8014

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

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



Charter School Name:		Magnolia Science Academy 7 (MSA7)			Location Code:	8014
Current Address:		City:	ZIP Code:	Phone:	Fax:	
18355 Roscoe Blvd.		Northridge	91325	818-221-5328	818-975-5215	
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:		
July 1, 2019 to June 30, 2024			3	Northwest		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-6		
294	300					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-2%		
TK-5	TK-5					
Norm Enrollment Number:		294				
Total Number of Staff Members:	31	Certificated:	15	Classified:	16	
Charter School's Leadership Team Members:		Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Erdinc Acar, CAO; Brenda Lopez, Director of Student Services; Katie Mann ELA/ELD Program Coordinator; Traci Lewin, Director of Math Programs				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services				
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Ramirez		
Other School/CSD Team Members:	N/A					
REMOTE Oversight Visit Date(s):	March 9, 2021		Fiscal Review Date (if different):	March 2, 2021		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A		
		Date of Co-Location meeting with Operations Team:		N/A		

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



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education’s criteria for evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> • Brown Act and Conflict of Interest Trainings were held on August 8, 2020 as evidenced by Board agenda and minutes • Website provides dates of Board meetings reflecting regularly scheduled meetings as well as contact information for each board member. Governing Board meeting agendas and minutes are posted on the school’s website. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria).</p> <ul style="list-style-type: none"> • As evidenced by Board agendas and minutes: <ul style="list-style-type: none"> ○ Regular academic updates provided by the MPS Chief Academic Officer and other staff. Some updates include the following: information related to distance learning improvements and challenges; updated reopening plans; and instructional model during distance learning. ○ Distance Learning Policy approved 9/10/2020, which addresses areas of schedules, grading, attendance, supervision, expectations, and technology <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>	

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



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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

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



G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) <p>The rating of 2 is primarily due to the significant deficiencies (relating to internal control) identified in the charter operator's (Magnolia Educational & Research Foundation) and the school's 2019-2020 independent audit reports, respectively. See further details in the Fiscal Operations section below.</p>
<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p>	
<p>N/A</p>	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is blue <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none"> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages in ELA. The school’s numerically significant subgroups are English Learners, Latinos, and Socioeconomically Disadvantaged. <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none"> All numerically significant subgroups have “Status/DFS” scores above the statewide averages in Math. The school’s numerically significant subgroups are English Learners, Latinos, and Socioeconomically Disadvantaged. <p>A11: ENGLISH LEARNER RECLASSIFICATION</p> <ul style="list-style-type: none"> The school reclassifies English Learners at a rate similar to the state average. Both MSA7 and the state rate is 13.8%. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is orange <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is yellow <p>A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Chronic Absenteeism Indicator color is orange 	



Corrective Action Required

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

Notes:

At Risk rate is 8.2%, compared to the state at 5.7%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.***



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)



A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> N/A - No assessment of performance for this indicator	

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages	
	<input type="checkbox"/> N/A - No assessment of performance for this indicator	



A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input type="checkbox"/> Rate of "LTELs" in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math



- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels	<input checked="" type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



<input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”. <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight. In an effort to meet this benchmark, school leadership shared that per internal ELA assessment, NWEA MAP Reading, 5 out of 31 students met their projected proficiency of meeting or exceeding the standard.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight. In an effort to meet this benchmark, school leadership shared that per internal math assessment, NWEA MAP Math, EL students who met growth targets was up 30.6% from Fall 2018-2019 to Fall 2019-2020.**

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all assessment virtually during distance learning.



LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school continues to implement grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.</p> <ul style="list-style-type: none"> • As evidenced by virtual classroom visits, information in Binder 3, and discussion with school leadership: <ul style="list-style-type: none"> ○ Students have access to chromebooks and hotspots ○ There has been an increase in the use of online platforms such as SeeSaw, XTRAmath, MyOn, and Zoom ○ Students participated in SEL instruction using the Zone of Regulation curriculum ○ Virtual field trips to the Smithsonian, Dairy council’s Farm to You, Natural Museum of Natural history in Washing D.C., and the Santa Monica’s Heal the Bay Aquarium ○ STEAM Enrichment activities included cross-curricular integration (e.g. STEAM Integrated Pumpkin Party; Among Us Math and Pop Art, Radial Symmetry Snowflakes, and Ladybug Math Art) <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. As evidenced by school leadership:</p> <ul style="list-style-type: none"> • The school implemented intervention programs to address learning loss during Distance Learning by creating targeted small group support for Tier 3 students; Saturday School for Tier 2 and 3 students; tutoring two times a week; daily check-ins with students by staff members; on-site and online small group support for Students with Disabilities and EL students. • School hired additional staff to support the ELD program and also an additional RSP Teacher for the Special Education Program • English Learner Master Plan includes how EL students will be supported via Distance Learning and those EL students who are dually identified as also being a student with a disability. • Per NWEA MAP data in ELA and Math, school leadership shared the following: <ul style="list-style-type: none"> ○ Fall 2019 to Winter 2020 indicates that 49.37% of students school-wide met Math projection. However, Fall 2020 to Winter 2021 indicates 26.82% met Math projection. In ELA, 34.16% of students met the projection from Fall 2019 to Winter 2020. However, Fall 2020 to Winter 2021 32.53% met projection ○ Fall 2019 to Winter 2020 for ELs in Math is 46.34%, but 26.82% from Fall 2020 to Winter 2021. In ELA, 29.26% of ELs met projection from Fall 2019 to Winter 2020. However, 27.65% from Fall 2020 to Winter 2021 <p>O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School leadership shared the following:</p> <ul style="list-style-type: none"> • 97% average daily attendance • Implementation of more school-wide SEL programs for students • After school enrichment club and virtual awards assemblies to recognize students for academic success, positive behavior, engineering, and perfect attendance. 	



O8: The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. School leadership shared and showed evidence of the following professional development opportunities:

- Three-Day Virtual California STEAM Symposium; school lead professional development by the Arts Coordinator; professional development from The Music Center, Arts Ed Collective, Allis Annenberg Center for Performing Arts, and Project TEAL; MPS-wide PDs; PBIS Coaching; EL Rise Teacher Fall Webinar Series; Educating African American males Webinar (LACOE); Staff Well-Being Program Training; Creating an Inclusive Virtual Classroom; Online Strategies; and Instructional Strategies (a series of 4 PDs)

O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. School leadership shared the following:

- Stakeholder Survey approval rating increased for all stakeholders from 2020 to 2021: Families – 98% to 99%; Students – 74% to 81%; and Staff - 93% to 97%
- SEL workshops for parents
- Worked with community partner TCSP to develop and implement a staff wellness program to prevent burnout
- Increased parent engagement for meetings (including IEP meetings) and weekly workshops
- Online communication platforms include Facebook and Twitter.
- Other forms of communication include zoom meetings with parents (e.g. Coffee with the Admin & Title 1, etc.)

Areas Noted for Further Growth and/or Improvement

School leadership indicated some “Priorities”:

- Develop and implement plans to reopen while adhering to health and safety protocols
- Continue to develop and refine systems to address learning loss
- Adjust grading procedures and interventions as needed to address students failing grades
- Have new TLD team member implement direct intervention to EL students on-site
- Continue to develop and provide on-site services for students with IEPs
- Find strategies to increase parent engagement in the virtual setting

School leadership also indicates some “grows”:

- Improve ELD structure and supports; writing assessment, penmanship, reading fluency, and STEM integration (hands on) for TK/Kinder
- Writing instruction and assessments; reading fluency; and basic math facts for 1st grade
- Phonics and phonemic awareness; reading fluency and comprehension for 2nd grade
- Vocabulary acquisition and usage; 3 paragraph writing; context clue and text evidence; and math facts for 3rd grade
- Reading fluency and comprehension; and math facts for 4th grade
- Reading fluency and small groups/sub groups for 5th grade.



Corrective Action Required

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

Notes: None

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

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

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has:

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

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



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

<p>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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



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

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive Minimize discretionary suspensions and expulsions Reduce or eliminate suspension disproportionality for student subgroups Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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

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

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



O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



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

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

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 		
Performance	Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
 N/A



8014 Magnolia Science Academy 7	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		951,941	1,008,028	1,269,979	1,269,979		0	601,058	1,314,944	1,314,944		1,340,343	1,177,482	1,632,981	1,632,981
Current Assets		1,338,710	1,366,084	1,607,504	1,610,557		0	1,143,608	1,748,558	1,748,558		1,711,329	1,547,429	1,931,684	2,131,455
Fixed and Other Assets		78,421	65,317	168,099	175,325		0	152,110	168,098	168,098		139,181	423,065	504,930	504,930
Total Assets		1,417,131	1,431,401	1,775,603	1,785,882		0	1,295,718	1,916,656	1,916,656		1,850,510	1,970,494	2,436,614	2,636,385
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		263,151	329,510	276,944	287,686		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493
Net Assets		1,153,980	1,101,891	1,498,659	1,498,196		1,311,921	1,220,432	1,542,640	1,542,641		1,749,971	1,746,749	1,788,846	1,878,892
Total Revenues	3,503,588	3,527,538	3,695,027	3,784,761	3,851,149	3,706,710	3,781,111	4,008,044	3,760,147	3,931,854	3,740,644	3,888,283	3,911,147	3,701,289	3,884,632
Total Expenditures	3,468,344	3,391,751	3,605,465	3,298,432	3,365,283	3,607,797	3,967,849	4,285,808	3,715,702	3,887,409	3,660,305	3,680,952	3,707,038	3,455,083	3,548,380
Net Income / (Loss)	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	35,244	135,787	89,561	486,329	485,866	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252
Net Assets, Beginning	912,396	1,018,193	1,018,193	1,012,330	1,012,330	1,101,891	1,498,659	1,498,658	1,498,658	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640
Adj. for restatement / Prior Yr Adj	0	0	(5,863)	0	0	0	0	(462)	(463)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	912,396	1,018,193	1,012,330	1,012,330	1,012,330	1,101,891	1,498,659	1,498,196	1,498,195	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640
Net Assets, End	947,640	1,153,980	1,101,891	1,498,659	1,498,196	1,200,803	1,311,921	1,220,432	1,542,640	1,542,641	1,300,772	1,749,971	1,746,749	1,788,846	1,878,892

8014 Magnolia Science Academy 7	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	830,140	1,269,979	1,314,944	1,632,981	0		1,261,633	0	0	0
Current Assets	1,237,021	1,610,557	1,748,558	2,131,455	0		1,876,302	0	0	0
Fixed and Other Assets	35,589	175,325	168,098	504,930	0		509,930	0	0	0
Total Assets	1,272,610	1,785,882	1,916,656	2,636,385	0		2,386,232	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	260,280	287,686	374,015	757,493	0		522,150	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	260,280	287,686	374,015	757,493	0		522,150	0	0	0
Net Assets	1,012,330	1,498,196	1,542,641	1,878,892	0		1,864,082	0	0	0
Total Revenues	3,620,605	3,851,149	3,931,854	3,884,632	0	3,603,876	4,131,404	0	0	0
Total Expenditures	3,555,627	3,365,283	3,887,409	3,548,380	0	3,497,378	4,056,169	0	0	0
Net Income / (Loss)	64,978	485,866	44,445	336,252	0	106,498	75,235	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	64,978	485,866	44,445	336,252	0	106,498	75,235	0	0	0
Net Assets, Beginning	947,352	1,012,330	1,498,196	1,542,640	0	1,746,749	1,788,847	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	947,352	1,012,330	1,498,196	1,542,640	0	1,746,749	1,788,847	0	0	0
Net Assets, End	1,012,330	1,498,196	1,542,641	1,878,892	0	1,853,247	1,864,082	0	0	0



FISCAL OPERATIONS						RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p>						2
<p>MSA 7’s fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$1,878,892 and net income of \$336,252. The 2020-2021 First Interim projected positive net assets of \$1,954,127 and net income of \$75,235.</p> <p>According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2020, MSA 7 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools, reported positive net assets of \$30,921,731 and net income of \$2,808,028. MERF, without its related parties and charter schools, reported positive net assets of \$1,954,702, net income of \$557,925, and net income after intercompany transfers of \$331,041. According to MERF, during 2019-2020, MSA 7 paid management fees of \$430,263 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>						
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>						
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)	
Net Assets	\$1,012,330	\$1,498,196	\$1,542,641	\$1,878,892	\$1,954,127	
Net Income/ Loss	\$64,978	\$485,866	\$44,445	\$336,252	\$75,235	
Transfers In/ Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	



Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2020-21*. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors:

Based on the CSD’s review of the four LAUSD-authorized Magnolia schools’ check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 35 checks and 12 bank transactions were selected for further review. The CSD noted 7 of the 35 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	43320	7/29/2020	3/28/2020	CSUN	\$700.00	SPED Consulting Services
2	70433	9/18/2020	8/22/2020	Digital Scepter	\$4,873.22	Firewall URL Brd App Erates Vendor FY 20-21
3	90692	8/28/2020	7/1/2020	Illuminate Education, Inc.	\$1,017.21	Copier Charges 249880-75299-01 BPO FY 20-21
4	90806	10/30/2020	10/23/2020	M&M Paper & Toner Co.	\$4,763.25	Bulk Purchase PPE- MSA8
5	90602	6/30/2020	2/11/2020	School Employee	\$3,588.00	Tuition Reimbursement
6	90792	10/13/2020	7/22/2020	Office Depot	\$853.96	Office Depot
7	90644	7/17/2020	4/3/2020	Young, Miney, & Corr. LLP	\$470.00	Legal Services V Ramirez



In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) explained that “most of the delays were caused by interruptions in operations because of COVID-19 (working remotely, limited access to school sites and home office). MERF is working with vendors to automate the invoicing process through emails.”

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

2. **2019-2020 Audited Financial Statement Findings:**

Per Magnolia Educational & Research Foundation’s and MSA 7’s 2019-2020 independent audit reports, respectively, significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified that are required to be reported in accordance with Government Auditing Standards.

AB 3627 Finding

“2020-001 Internal Control (30000)

Criteria and Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

Condition

Communication Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned Costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.



Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Repeat Finding (Yes or No)

No

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization’s overall internal control process. The Organization has created processes to monitor and implement these controls.”

LEA Response to the CSD

MERF’s CFO indicated that the organization went through a couple of key fiscal staff transitions during the 2019-2020 year-end and Unaudited Actuals (UA’s) processes. Additionally, Delta Managed Solutions, Inc., (DMS, MERF’s back office services provider firm) also encountered transitions of key staff who were providing support to Magnolia schools. Due to the transitions in staff, it took longer to fully close the MERF schools’ books and perform a thorough year-end closure procedure before submitting the UA’s. The CSD was further advised that the year-end review process was completed after the UA’s were submitted. Necessary adjusting/accrual entries were proposed as part of the audit work. MERF’s CFO stated that the auditors categorized all of the adjusting entries as “Adjusting Journal Entries” (AJE’s), and because the amounts were above the materiality limits, the auditor noted a “Significant Deficiency” in the 2019-2020 audit report. MERF’s CFO further asserted that almost all of these AJE’s were due the untimely submission of the UA’s and full closure of the books at year-end.

MERF’s CFO stated that Magnolia’s current procedures in place are structured to provide segregation of duties (the completions of reconciliations and subsequent reviews of the reconciliations and draft financial reports). The CSD was advised: “Moving forward these procedures will be strictly adhered to in order to provide a thorough review of the balance sheet accounts and the draft financials; each month a reconciliation of Accounts Receivable (AR), Accrued Accounts Payable (AP), Prepaid expenditures, and payroll liabilities are completed by DMS staff. Reconciling items and other items that are not cleared [through] normal accounting processes are highlighted for guidance/action. These reconciliations will be forwarded to the Magnolia finance team for review. This process ensures all accruals are correct and cleared timely during the fiscal year. In addition, at year end, schedules will be created to derive AR and AP accruals required for closing the fiscal year. We believe these measures will enhance and improve our existing processes and allow us to expedite the year-end close. Which will enable us to make sure there are minimal adjustments to the financials after Unaudited Actuals are submitted.”



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

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from May 2020 through October 2020, prepared by DMS. The CSD noted 27 checks, drawn on the schools’ operating accounts ending in X2703, X5041, X6121, and X6769 that, as of October 31, 2020, had been outstanding for over 100 days. Details regarding these checks are summarized below.

Item #	Account Number	Check Number	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	X2703	73790	1/30/2020	LA County Office of Education	\$135.00	274	LACOE PD
2	X6121	70307	2/13/2020	Child Care Careers, LLC	\$144.84	260	Invoice Wk Ending 10/25/19
3	X2703	73805	2/14/2020	LACOE	\$220.00	259	Staff PD for 2 teacher Math Standards
4	X6121	70320	3/3/2020	JeJe Chicken	\$120.36	242	PD for LAUSD oversight visit
5	X6121	70334	3/31/2020	First Lutheran Church	\$50.00	214	Special Events
6	X5041	90472	4/10/2020	Panorama Education Inc.	\$324.00	204	Panorma Survey Budget App 06.18
7	X6769	43273	4/23/2020	Student	\$100.00	191	Senior reimbursement Cancellation FY 19-20
8	X2703	73903	5/14/2020	School Employee	\$25.00	170	Internet and Phone Reimbursement



9	X5041	90501	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
10	X5041	90518	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
11	X5041	90523	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
12	X5041	90556	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
13	X5041	90557	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
14	X2703	73964	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
15	X2703	73965	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
16	X5041	90596	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
17	X5041	90598	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
18	X5041	90602	6/30/2020	School Employee	\$3,613.00	124	Tuition Reimbursement
19	X5041	90603	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
20	X5041	90611	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
21	X5041	90614	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
22	X5041	90618	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
23	X5041	90620	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
24	X5041	90625	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement



25	X2703	74012	7/10/2020	School Employee	\$25.00	113	Internet and Phone Reimbursement
26	X6121	70381	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
27	X6121	70383	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
TOTAL					\$5,182.20		

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/11/2020), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.

In response to the CSD’s observations above, MERF’s CFO stated: “Currently, the practice is to cancel any outstanding checks that are older than 100 days. We will ensure to monitor this practice more closely not to allow any outstanding checks age over 100 days. We will develop internal review processes working with the back office service provider that will enable us to timely discover any such checks.”

The CSD recommends that MERF revise its fiscal policies and procedures to align with its current practice and provide guidelines and establish expectations for its staff and/or DMS regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.

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

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified related to MERF's consolidated financial statements that are required to be reported in accordance with Government Auditing Standards. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,632,981 and total expenditures equal \$3,548,380. Therefore, the school's cash reserve level is 46.02%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citi Bank Checking Accounts Ending in X5041, X6769, X6121, and X2703): 43200, 43246, 43264, 43320, 43336, 43356, 43394, 70346, 70350, 70377, 70387, 70433, 70458, 70465, 70469, 70473, 73845, 74151, 74154, 74155, 90360, 90468, 90482, 90487, 90602, 90638, 90644, 90657, 90691, 90692, 90750, 90759, 90792, 90806, and DDP-00000282.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] for the months of May, June, July and September 2020 for sample testing. The transaction descriptions are:



- Citi Bank Checking X6769 Transactions: (1) 5/8/2020 – (\$553.69); (2) 5/19/2020 – (\$44,303.93); (3) 6/1/2020 – (\$13.11); and (4) 6/22/2020 – (\$1,002.63).
 - Citi Bank Checking X6121 Transactions: (1) 5/1/2020 – (\$17,659.37); (2) 5/22/2020 – \$21,375.00; and (3) 7/24/2020 – (\$20.88).
 - Citi Bank Checking X2703 Transactions: (1) 6/1/2020 – (\$326.22); and (2) 6/1/2020 – (\$236.09).
 - Citi Bank Checking X5041 Transactions: (1) 6/8/2020 – (\$663.86); (2) 6/11/2020 – (\$5,974.18); and (3) 9/10/2020 - \$1.00.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of June 2020, July 2020, and September 2020 for sample testing. No discrepancies were noted.
- a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA Bell)
17. Reviewed bank statements and bank reconciliations from May 2020 through December 2020. Selected the months of May 2020 through December 2020 for sample testing. The CSD’s observations were noted under the Other Observations section above.
- a. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - b. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - c. Citi Bank Checking Account Ending in X2703 (MSA 7)
 - d. Citi Bank Checking Account Ending in X5041 (MSA Bell)
18. A Segregation of Duties (SOD) review was conducted remotely at Magnolia Science Academy 7 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school’s website.
21. The most current Audited Financial Statements are posted on the charter school’s website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school’s website.
24. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
26. Pursuant to AB 1871, a signed written statement that indicates that MSA 7 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. MERF provided documentation regarding nine pending legal matters. Four of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF’s insurance. MERF further stated: “None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties.”
28. The 2019-2020 audited and unaudited actuals nearly mirror each other.



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

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

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

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

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



Fiscal Operations Rubrics

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

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

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



An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.

- 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
- 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
- 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
- 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
- 17. Audited and unaudited actuals nearly mirror each other;
- 18. Proper segregations of duties are in place;
- 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
- 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).

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

SUPPLEMENTAL CRITERIA

- 1. Positive Net Assets exceed 4% of prior year expenditures;
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - o Most current financial reports presented to the governing board
 - o Salary schedules/benefits/information
 - o Budget development process
 - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - o The most current approved petition
 - o Fiscal policies and procedures manual

An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.

- 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
- 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
- 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
- 16. There are no significant recurring issues;
- 17. Audited and unaudited actuals nearly mirror each other; and
- 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

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

SUPPLEMENTAL CRITERIA

- 1. Positive Net Assets exceed 3% of prior year expenditures;
- 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
- 3. A comprehensive website that provides at a minimum four of the following fiscal items:
 - o Most current financial reports presented to the governing board
 - o Salaries schedule/benefits/information
 - o Budget development process
 - o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - o The most current approved petition
 - o Fiscal policies and procedures manual



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

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



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

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

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

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

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

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



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



<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

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



Charter School Name:		Magnolia Science Academy BELL (PSC)		Location Code:	5166
Current Address:		City:	ZIP Code:	Phone:	Fax:
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:	
July 1, 2020 to June 30, 2025			5	South	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-55	
441	496				
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-11.1%	
6-8	6-8				
Norm Enrollment Number:		441			
Total Number of Staff Members:	43	Certificated:	24	Classified:	19
Charter School's Leadership Team Members:		Jason Hernandez, Principal; Arturo Prado, Dean of Students; Maria Mendoza, Dean of Academics; Sam Fagnoli, AP; Traci Lewin, Director of Math Programs; Katie Mann ELA/EL Program Coordinator; Cristina Rodriguez, ELD Coordinator; Brenda Lopez, Director of Student Services; Erdinc Acar, CAO			
Charter School's Contact for Special Education:		Cecilia Martinez, Special Education Coordinator			
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Lourdes Ramirez	
Other School/CSD Team Members:	N/A				
REMOTE Oversight Visit Date(s):	March 10, 2021		Fiscal Review Date (if different):	March 2, 2021	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, PSC		LAUSD Co-Location Campus(es) (if applicable):	N/A	
			Date of Co-Location meeting with Operations Team:	N/A	

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



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education’s criteria for evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G2: The Governing Board complies with all material provisions of the Brown Act</p> <ul style="list-style-type: none"> • Brown Act and Conflict of Interest Trainings were held on August 8, 2020 as evidenced by Board agenda and minutes • Website provides dates of Board meetings reflecting regularly scheduled meetings as well as contact information for each board member. Governing Board meeting agendas and minutes are posted on the school’s website. <p>G5: The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria).</p> <ul style="list-style-type: none"> • As evidenced by Board agendas and minutes: <ul style="list-style-type: none"> ○ Regular academic updates provided by the MPS Chief Academic Officer and other staff. Some updates include the following: information related to distance learning improvements and challenges; updated reopening plans; and instructional model during distance learning. ○ Distance Learning Policy approved 9/10/2020, which addresses areas of schedules, grading, attendance, supervision, expectations, and technology <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>	

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



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

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.) 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity Governing Board meetings are held in accordance with the requirements of SB 126 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>			
Rubric			
Sources of Evidence			
<ul style="list-style-type: none"> • Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence • Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 			
Performance	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) 		



G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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

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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>	
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) <p>The rating of 2 is primarily due to the significant deficiencies (relating to internal control) identified in the charter operator's (Magnolia Educational & Research Foundation) 2019-2020 independent audit report. See further details in the Fiscal Operations section below.</p>
Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):	
N/A	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>NOTE: Please see indicators O3 and O4 in the ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard ELA Indicator color is yellow <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Math Indicator color is yellow <p>A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR</p> <ul style="list-style-type: none"> The schoolwide Dashboard Suspension Rate Indicator color is yellow <p>A8: DASHBOARD SUBGROUP ELA</p> <ul style="list-style-type: none"> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages in ELA Latino and Socioeconomically Disadvantaged students scores were higher than the state. However, English Learners, Students with Disabilities, and White were lower than the state. <p>A9: DASHBOARD SUBGROUP MATH</p> <ul style="list-style-type: none"> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages in Math (English Learner, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) 	



A11: ENGLISH LEARNER RECLASSIFICATION

- The school reclassifies English Learners at a rate lower than the state average. The school's rate is 8.6%, compared to the state at 13.8%

Corrective Action Required

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

Notes:

“At Risk” rate is 0.4%, compared to the state at 5.7%

LTEL rate is 13.2%, compared to the state at 8.9%

Reclassification Criteria:

- Overall score of 4 on the ELPAC
- Performance level of Basic on the NWEA MAP Reading assessment OR a minimum score of “Nearly Met” in ELA on the SBAC
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.***



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)



A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Performance	Rubric	Sources of Evidence
	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2019-2020 (CDE) 		
Performance	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:</i></p> <ul style="list-style-type: none"> The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
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- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels 	<ul style="list-style-type: none"> <input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



<input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”. <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.	
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

On October 15, 2019, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy Bell (MSA Bell), to serve up to 495 students in grades 6-8, with Academic Benchmarks. MSA Bell must meet the following benchmarks during the 2020-2025 charter term in order to address academic concerns. Below is the status of each benchmark:

1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. SEE DATA ANALYSIS in O4 SUMMARY in ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section for more information.**
2. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in Math as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2019-2020 SBAC testing. SEE DATA ANALYSIS in O4 SUMMARY in ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS section for more information.**

NOTE: During the worldwide pandemic and subsequent in-person instruction, students took all internal assessments virtually during distance learning.



LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

<i>The CSD reviewed the Learning Continuity and Attendance Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>O3: The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS.</p>	
<ul style="list-style-type: none"> • Per school leadership, the school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe. • During virtual classroom observations, the following was observed: use of Google Classroom, Go Guardian, teachers’ use of visuals during direction instruction, sound clips, videos, and use of Zoom features such as breakout rooms and the chat box. Quizizz, an online platform, was also observed in use by students. 	
<p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p>	
<ul style="list-style-type: none"> • Per school leadership, due to distance learning, the school purchased cloud-based products and services such as Paper (24/7 tutoring service), KAMI (creates interactive PDFs), and SoundTrap (sound recording to engage in speaking). Additionally, leadership shared the following: <ul style="list-style-type: none"> ○ ASES after school program from 3:15pm to 6pm ○ Professional development that included case studies supporting special population (objectives; know your ELs; ELD observations; analyze case studies to develop a plan of action to support ELs; and Special Education 101) ○ Internal assessments utilized are NWEA MAP, MyOn to assess Lexile growth, and IABs. ○ Small group support continues to be implemented with the use of paraprofessionals 	
<p>O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.</p>	
<ul style="list-style-type: none"> • School leadership shared that various platforms were used to communicate with families (e.g. Loom, Clever, ParentSquare, StudentSquare, and Illuminate). Additionally, leadership some the following: <ul style="list-style-type: none"> ○ Continued implementation of P.A.W.S. (Positive Attitude; Act Responsibly; Wise & Safe Choices; and Show Respect) ○ Zones of Regulation lessons taught to students during advisory ○ Workshops given to students that included Socially Distant and Positively Resilient Managing Stress and Anxiety ○ Resources provided to families that can support mental health and wellness sent to parents via ParentSquare ○ Wellness Plan for students include physical activity breaks an stress relievers by the physical education department 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>School leadership shared that the school continues to implement programs to increase academic achievement for all students. Some of the “Grows” highlighted at the Magnolia Public Schools (MPS) Board include:</p>	



- Supporting teams for effective student engagement, learning loss, failing students;
- Addressing staff exhaustion and motivation
- Planning for effective hybrid/in-person reopening
- Special education compliance – Completing 1/3 compensatory time owed by the end of the year
- Strengthening MPS’ standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards
- Supporting students, staff, and parents with social emotional and mental health programs and services
- Addressing the needs of newcomers

Corrective Action Required

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

Notes: None

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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



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

<p>The school:</p> <ul style="list-style-type: none"> • Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE • Disaggregates and analyzes data on a regular basis to address individual student needs • Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • Has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

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



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

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

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

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



O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

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

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

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



O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



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

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

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



5166	2017-2018					2018-2019					2019-2020				
Magnolia Science Academy Bell BELL (PSC)	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,322,185	1,476,455	1,907,434	1,907,434		0	1,359,518	2,529,656	2,529,656		2,972,462	2,369,250	3,014,092	3,014,092
Current Assets		3,329,626	3,449,373	4,095,300	4,095,734		0	4,283,557	4,789,933	4,877,019		4,527,220	4,691,199	5,746,145	5,943,644
Fixed and Other Assets		174,987	169,250	133,139	133,139		0	45,521	100,297	100,297		7,887	12,764	77,038	77,038
Total Assets		3,504,612	3,618,623	4,228,439	4,228,873		0	4,329,078	4,890,230	4,977,316		4,535,107	4,703,963	5,823,183	6,020,682
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		36,414	183,672	145,551	145,156		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		36,414	183,672	145,551	145,156		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735
Net Assets		3,468,198	3,434,951	4,082,888	4,083,717		4,515,037	4,254,118	4,235,559	4,235,561		4,272,923	4,107,014	4,748,827	4,787,947
Total Revenues	5,505,819	5,602,352	5,768,768	5,807,645	5,937,123	5,831,579	5,757,895	5,718,635	5,488,785	5,762,587	5,850,484	5,854,938	5,758,564	5,762,243	6,019,696
Total Expenditures	5,392,319	5,467,225	5,700,216	5,091,156	5,219,805	5,591,228	5,325,745	5,548,233	5,336,943	5,610,743	5,791,779	5,817,574	5,887,109	5,248,975	5,467,308
Net Income / (Loss)	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844	58,705	37,364	(128,545)	513,268	552,388
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	113,500	135,127	68,552	716,489	717,318	240,352	432,149	170,402	151,842	151,844	58,705	37,364	(128,545)	513,268	552,388
Net Assets, Beginning	3,081,697	3,333,071	3,333,071	3,366,399	3,366,399	3,434,951	4,082,888	4,082,888	4,082,888	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559
Adj. for restatement / Prior Yr Adj	0	0	33,328	0	0	0	0	828	829	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,081,697	3,333,071	3,366,399	3,366,399	3,366,399	3,434,951	4,082,888	4,083,716	4,083,717	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559
Net Assets, End	3,195,197	3,468,198	3,434,951	4,082,888	4,083,717	3,675,303	4,515,037	4,254,118	4,235,559	4,235,561	4,312,824	4,272,923	4,107,014	4,748,827	4,787,947

5166	Audited Financials					2020-2021				
Magnolia Science Academy Bell BELL (PSC)	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	925,839	1,907,434	2,529,656	3,014,092	0		2,904,194	0	0	0
Current Assets	3,404,463	4,095,734	4,877,019	5,943,644	0		5,563,648	0	0	0
Fixed and Other Assets	183,684	133,139	100,297	77,038	0		55,602	0	0	0
Total Assets	3,588,147	4,228,873	4,977,316	6,020,682	0		5,619,250	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	221,748	145,156	741,755	1,232,735	0		708,866	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	221,748	145,156	741,755	1,232,735	0		708,866	0	0	0
Net Assets	3,366,399	4,083,717	4,235,561	4,787,947	0		4,910,384	0	0	0
Total Revenues	5,693,611	5,937,123	5,762,587	6,019,696	0	5,450,445	6,289,850	0	0	0
Total Expenditures	5,331,387	5,219,805	5,610,743	5,467,308	0	5,395,820	6,128,293	0	0	0
Net Income / (Loss)	362,224	717,318	151,844	552,388	0	54,625	161,557	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	362,224	717,318	151,844	552,388	0	54,625	161,557	0	0	0
Net Assets, Beginning	3,004,175	3,366,399	4,083,717	4,235,559	0	4,107,014	4,748,827	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,004,175	3,366,399	4,083,717	4,235,559	0	4,107,014	4,748,827	0	0	0
Net Assets, End	3,366,399	4,083,717	4,235,561	4,787,947	0	4,161,639	4,910,384	0	0	0



FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, <i>Developing</i>.</p>	2																														
<p>MSA BELL’s fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$4,787,947 and net income of \$552,388. The 2020-2021 First Interim projected positive net assets of \$4,949,504 and net income of \$161,557.</p> <p>According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2020, MSA BELL is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools, reported positive net assets of \$30,921,731 and net income of \$2,808,028. MERF, without its related parties and charter schools, reported positive net assets of \$1,954,702, net income of \$557,925, and net income after intercompany transfers of \$331,041. According to MERF, during 2019-2020, MSA BELL paid management fees of \$860,526 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2016-2017 (Audited Actuals)</th> <th style="text-align: center;">2017-2018 (Audited Actuals)</th> <th style="text-align: center;">2018-2019 (Audited Actuals)</th> <th style="text-align: center;">2019-2020 (Audited Actuals)</th> <th style="text-align: center;">2020-2021 (First Interim)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Net Assets</td> <td style="text-align: right;">\$3,366,399</td> <td style="text-align: right;">\$4,083,717</td> <td style="text-align: right;">\$4,235,561</td> <td style="text-align: right;">\$4,787,947</td> <td style="text-align: right;">\$4,949,504</td> </tr> <tr> <td style="text-align: center;">Net Income/Loss</td> <td style="text-align: right;">\$362,224</td> <td style="text-align: right;">\$717,318</td> <td style="text-align: right;">\$151,844</td> <td style="text-align: right;">\$552,388</td> <td style="text-align: right;">\$161,557</td> </tr> <tr> <td style="text-align: center;">Transfers In/Out</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> <tr> <td style="text-align: center;">Prior Year Adjustment(s)</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> <td style="text-align: center;">\$0</td> </tr> </tbody> </table>		2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)	Net Assets	\$3,366,399	\$4,083,717	\$4,235,561	\$4,787,947	\$4,949,504	Net Income/ Loss	\$362,224	\$717,318	\$151,844	\$552,388	\$161,557	Transfers In/ Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
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Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s *Financial Policies and Procedures Manual FY 2020-21*. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors:

Based on the CSD’s review of the four LAUSD-authorized Magnolia schools’ check register for the period spanning from October 1, 2019 through October 31, 2020, a sample of 35 checks and 12 bank transactions were selected for further review. The CSD noted 7 of the 35 vendor payments that were issued late based on the invoices furnished to the CSD. Details regarding these vendor payments are summarized below.

Item #	Check #	Check Issuance Date	Invoice Due Date	Payee	Check Amount	Transaction Description
1	43320	7/29/2020	3/28/2020	CSUN	\$700.00	SPED Consulting Services
2	70433	9/18/2020	8/22/2020	Digital Scepter	\$4,873.22	Firewall URL Brd App Erates Vendor FY 20-21
3	90692	8/28/2020	7/1/2020	Illuminate Education, Inc.	\$1,017.21	Copier Charges 249880-75299-01 BPO FY 20-21
4	90806	10/30/2020	10/23/2020	M&M Paper & Toner Co.	\$4,763.25	Bulk Purchase PPE- MSA8
5	90602	6/30/2020	2/11/2020	School Employee	\$3,588.00	Tuition Reimbursement
6	90792	10/13/2020	7/22/2020	Office Depot	\$853.96	Office Depot
7	90644	7/17/2020	4/3/2020	Young, Miney, & Corr. LLP	\$470.00	Legal Services V Ramirez



In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) explained that “most of the delays were caused by interruptions in operations because of COVID-19 (working remotely, limited access to school sites and home office). MERF is working with vendors to automate the invoicing process through emails.”

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

2. **2019-2020 Audited Financial Statement Findings:**

Per Magnolia Educational & Research Foundation’s 2019-2020 independent audit report, significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified that are required to be reported in accordance with Government Auditing Standards.

AB 3627 Finding

“2020-001 Internal Control (30000)

Criteria and Specific Requirements

Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.

Condition

Communication Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.

Questioned Costs

There are no questioned costs identified with the condition note.

Context

An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.

Effect

During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.



Cause

The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.

Recommendation

We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.

Repeat Finding (Yes or No)

No

Corrective Action Plan and Views of Responsible Officials

The Organization agrees that having an internal control system over monitoring the year end accruals is an important part of the Organization’s overall internal control process. The Organization has created processes to monitor and implement these controls.”

LEA Response to the CSD

MERF’s CFO indicated that the organization went through a couple of key fiscal staff transitions during the 2019-2020 year-end and Unaudited Actuals (UA’s) processes. Additionally, Delta Managed Solutions, Inc., (DMS, MERF’s back office services provider firm) also encountered transitions of key staff who were providing support to Magnolia schools. Due to the transitions in staff, it took longer to fully close the MERF schools’ books and perform a thorough year-end closure procedure before submitting the UA’s. The CSD was further advised that the year-end review process was completed after the UA’s were submitted. Necessary adjusting/accrual entries were proposed as part of the audit work. MERF’s CFO stated that the auditors categorized all of the adjusting entries as “Adjusting Journal Entries” (AJE’s), and because the amounts were above the materiality limits, the auditor noted a “Significant Deficiency” in the 2019-2020 audit report. MERF’s CFO further asserted that almost all of these AJE’s were due the untimely submission of the UA’s and full closure of the books at year-end.

MERF’s CFO stated that Magnolia’s current procedures in place are structured to provide segregation of duties (the completions of reconciliations and subsequent reviews of the reconciliations and draft financial reports). The CSD was advised: “Moving forward these procedures will be strictly adhered to in order to provide a thorough review of the balance sheet accounts and the draft financials; each month a reconciliation of Accounts Receivable (AR), Accrued Accounts Payable (AP), Prepaid expenditures, and payroll liabilities are completed by DMS staff. Reconciling items and other items that are not cleared [through] normal accounting processes are highlighted for guidance/action. These reconciliations will be forwarded to the Magnolia finance team for review. This process ensures all accruals are correct and cleared timely during the fiscal year. In addition, at year end, schedules will be created to derive AR and AP accruals required for closing the fiscal year. We believe these measures will enhance and improve our existing processes and allow us to expedite the year-end close. Which will enable us to make sure there are minimal adjustments to the financials after Unaudited Actuals are submitted.”



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

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from May 2020 through October 2020, prepared by DMS. The CSD noted 27 checks, drawn on the schools’ operating accounts ending in X2703, X5041, X6121, and X6769 that, as of October 31, 2020, had been outstanding for over 100 days. Details regarding these checks are summarized below.

Item #	Account Number	Check Number	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2020)	Transaction Description
1	X2703	73790	1/30/2020	LA County Office of Education	\$135.00	274	LACOE PD
2	X6121	70307	2/13/2020	Child Care Careers, LLC	\$144.84	260	Invoice Wk Ending 10/25/19
3	X2703	73805	2/14/2020	LACOE	\$220.00	259	Staff PD for 2 teacher Math Standards
4	X6121	70320	3/3/2020	JeJe Chicken	\$120.36	242	PD for LAUSD oversight visit
5	X6121	70334	3/31/2020	First Lutheran Church	\$50.00	214	Special Events
6	X5041	90472	4/10/2020	Panorama Education Inc.	\$324.00	204	Panorma Survey Budget App 06.18
7	X6769	43273	4/23/2020	Student	\$100.00	191	Senior reimbursement Cancellation FY 19-20
8	X2703	73903	5/14/2020	School Employee	\$25.00	170	Internet and Phone Reimbursement



9	X5041	90501	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
10	X5041	90518	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
11	X5041	90523	5/14/2020	School Employee	\$25.00	170	Phone and Internet Reimbursement
12	X5041	90556	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
13	X5041	90557	5/22/2020	School Employee	\$25.00	162	Phone and Internet Reimbursement
14	X2703	73964	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
15	X2703	73965	6/9/2020	School Employee	\$25.00	144	Internet and Phone Reimbursement
16	X5041	90596	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
17	X5041	90598	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
18	X5041	90602	6/30/2020	School Employee	\$3,613.00	124	Tuition Reimbursement
19	X5041	90603	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
20	X5041	90611	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
21	X5041	90614	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
22	X5041	90618	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
23	X5041	90620	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement
24	X5041	90625	6/30/2020	School Employee	\$25.00	124	Phone and Internet Reimbursement



25	X2703	74012	7/10/2020	School Employee	\$25.00	113	Internet and Phone Reimbursement
26	X6121	70381	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
27	X6121	70383	7/10/2020	School Employee	\$25.00	113	Phone and Internet Reimbursement
TOTAL					\$5,182.20		

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/11/2020), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.

In response to the CSD’s observations above, MERF’s CFO stated: “Currently, the practice is to cancel any outstanding checks that are older than 100 days. We will ensure to monitor this practice more closely not to allow any outstanding checks age over 100 days. We will develop internal review processes working with the back office service provider that will enable us to timely discover any such checks.”

The CSD recommends that MERF revise its fiscal policies and procedures to align with its current practice and provide guidelines and establish expectations for its staff and/or DMS regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices.

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

Corrective Action Required:

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

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Significant deficiencies (pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud) were identified related to MERF's consolidated financial statements that are required to be reported in accordance with Government Auditing Standards. Details regarding these findings were provided under Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of MSA BELL offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$3,014,092 and total expenditures equal \$5,467,308. Therefore, the school's cash reserve level is 55.13%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citi Bank Checking Accounts Ending in X5041, X6769, X6121, and X2703): 43200, 43246, 43264, 43320, 43336, 43356, 43394, 70346, 70350, 70377, 70387, 70433, 70458, 70465, 70469, 70473, 73845, 74151, 74154, 74155, 90360, 90468, 90482, 90487, 90602, 90638, 90644, 90657, 90691, 90692, 90750, 90759, 90792, 90806, and DDP-00000282.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] for the months of May, June, July and September 2020 for sample testing. The transaction descriptions are:



- Citi Bank Checking X6769 Transactions: (1) 5/8/2020 – (\$553.69); (2) 5/19/2020 – (\$44,303.93); (3) 6/1/2020 – (\$13.11); and (4) 6/22/2020 – (\$1,002.63).
 - Citi Bank Checking X6121 Transactions: (1) 5/1/2020 – (\$17,659.37); (2) 5/22/2020 – \$21,375.00; and (3) 7/24/2020 – (\$20.88).
 - Citi Bank Checking X2703 Transactions: (1) 6/1/2020 – (\$326.22); and (2) 6/1/2020 – (\$236.09).
 - Citi Bank Checking X5041 Transactions: (1) 6/8/2020 – (\$663.86); (2) 6/11/2020 – (\$5,974.18); and (3) 9/10/2020 - \$1.00.
16. Reviewed credit card statements from May 2020 through October 2020. Selected the months of June 2020, July 2020, and September 2020 for sample testing. No discrepancies were noted.
- a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA BELL)
17. Reviewed bank statements and bank reconciliations from May 2020 through December 2020. Selected the months of May 2020 through December 2020 for sample testing. The CSD’s observations were noted under the Other Observations section above.
- a. Citi Bank Checking Account Ending in X6769 (MSA 4)
 - b. Citi Bank Checking Account Ending in X6121 (MSA 6)
 - c. Citi Bank Checking Account Ending in X2703 (MSA 7)
 - d. Citi Bank Checking Account Ending in X5041 (MSA BELL)
18. A Segregation of Duties (SOD) review was conducted remotely at Magnolia Science Academy 7 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school’s website.
21. The most current Audited Financial Statements are posted on the charter school’s website.
22. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
23. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school’s website.
24. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
26. Pursuant to AB 1871, a signed written statement that indicates that MSA BELL is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. MERF provided documentation regarding nine pending legal matters. Four of these claims related to Individualized Education Programs (IEPs) pertaining to Special Education students, three personal injury claims, and five claims relating to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2016-2017 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF’s insurance. MERF further stated: “None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties.”
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There are variances: 1) \$197,499 in current assets; 2) \$153,379 in current liabilities; 3) \$257,453 in total revenues; and 4) \$218,333 in total expenditures. MERF’s Controller attributed these variances to the following factors: 1) A negative EPA receivable amount was reclassified from Accounts Receivable to Accounts Payable, resulting in an increase in current



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assets and current liabilities of \$194K; 2) The 2019-2020 audited financials reflected a Accounts Payable reduction of \$39,120 as part of the current liabilities; 3) The increase in total revenues of \$257,453 was attributed to additional STRS-related contributions recognized in the audited financials (offset with the related increased expenses); and 4) The increase in total expenditures was primarily attributed to the STRS “on-behalf contributions” (per the school’s 2019-2020 audit).

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

N/A



Fiscal Operations Rubrics

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

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

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



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Salary schedules/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Salaries schedule/benefits/information ○ Budget development process ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Fiscal policies and procedures manual



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

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



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

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

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

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

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

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



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



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>