



Board Agenda Item #	II B: Information/Discussion Item
Date:	December 9, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Annual Authorizer Oversight Reports

Proposed Board Recommendation

Information/Discussion Item

Background

Oversight Visits Overview

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders. The Home Office supports the schools in preparation for the oversight visits through mock visits, document review, and attendance to the visits.

2020-21 Oversight Visits

All ten 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	Yes	11/12/20; 5/14/21
MSA-2	LACOE	Yes	11/19/20; 5/13/21
MSA-3	LACOE	Yes	11/17/20; 5/24/21
MSA-4	LAUSD	Yes	3/11/21
MSA-5	LACOE	Yes	11/16/20; 5/18/21
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	Yes	4/30/21
MSA-Santa Ana	SBE	Yes	2/9/21

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

Note: The summary and recommendations from the LAUSD reports were presented to the Board on April 29, 2021.

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 report is attached. Overall, the school was found compliant. Following are some highlights from the report.

- Magnolia submitted the COVID-19 Operations Report (“COVID Report”) to the District in a timely manner.
- The Comprehensive School Safety Plan (“Safety Plan”) provided for review during the site visit showed the 2020-21 Safety Plan was approved by the Magnolia Board on February 11, 2021.
- Notification of access to mental health services went out to Magnolia families via Parent Square on February 17, 2021, and February 24, 2021.
- With regard to the UCP information provided for review, it is noted that the total number of complaints filed in 2019-20 and 2020-21 were included in the information provided to the District. For the 2021-22 site visit, the District will request documentation showing how complaint data is reported to the Magnolia Board with the following information: the date the complaint was filed, the number assigned to the complaint, the type of complaint (sexual harassment, discrimination, Title IX, UCP, etc.), and the date the complaint was determined/resolved.
- It is noted that the public does not have access to individual board member contact information. The Magnolia website directs the public to contact any board member through the following email address, board@magnoliapublicschools.org. For the 2021-22 site visit, the District requests individual board members’ contact information be provided on the Magnolia website.
- The Fair Political Practices Commission (“FPPC”) approved the 2017 Local Agency Biennial Notice for Magnolia’s Amended Conflict of Interest Code on November 1, 2017. For the 2021-22 site visit, the District requests that Magnolia provide a more recent FPPC approval.
- **Finance Part One:** MSA-SD submitted all financial reports in a timely and accurate manner.
- **Finance Part Two:** This section addresses financial stability and sustainability of the charter school. A majority of the finance indicators were Met, but the following points were found Not Met or need improvement.

Financial Report Used: FY19-20 Audit Report

1. Net Operating Surplus: Operating revenues were greater than operating expenses in the last fiscal year.

Operating Revenue	Operating Expenses	Difference	
4,387,361	4,438,626	(51,265)	Not Met

2. Positive Ending Fund Balance: Assets were greater than liabilities at the end of the last fiscal year.

Assets	Liability	Difference	
2,280,806	1,989,409	291,397	Met

3. Adequate Reserve for Economic Uncertainty: Ending fund balance for last fiscal year was at least 3% of expenditures or \$50,000, whichever is greater.

Expenses	3% REU	Ending Fund Balance	
4,438,626	133,158.78	291,397	Met

4. Current Ratio: Current assets exceeded current liabilities.

Current Assets	Current Liabilities	Ratio ≥ 1	
1,792,967	1,837,603	0.98	Not Met

5. Solvency: Available cash is sufficient to satisfy current liabilities

Cash	Current Liabilities	Difference	
1,269,671	1,837,603	(567,932)	Not Met

Per the FY19-20 Audit Report, Magnolia did not meet the District’s criteria of financial stability and sustainability. Magnolia ended the year with an operating deficit of (\$51,265), the current liabilities exceeded the current assets, and there was not sufficient cash to cover current liabilities. The FY19-20 Audit Report included intracompany payable of \$886,011 as current liabilities. The District considers \$708,714 of the intracompany payable to be a long-term liability as it is to be paid back over five years maturing on June 30, 2025. Taking this information into consideration, Magnolia meets the District’s criteria for Current Ratio and Solvency.

Audit Findings

The audit report identified findings related to *Education Code* Section 8482.4(c)(1) for FY19-20. An after-school program must report attendance to the CDE, however, the number of students served as reported to the CDE was overstated when compared to supporting records. The attendance condition appears to have resulted

from inconsistent procedures utilized to track student attendance. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE. As part of the Corrective Action Plan, Magnolia is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.

Finance Part Three: This section addresses financial management topics. Overall, the School met the indicators in these areas. **The following are areas for improvement.**

Multiple STRS/PERS retirement reporting errors occurred during the year. The District met with the Magnolia CEO, CFO, and School Principal to discuss retirement reporting timelines, expectations, and corrective actions to prevent future errors.

Outstanding Checks

The Magnolia March 2021 Bank Reconciliation of Citibank Account ending x6494 showed two checks over six months old that had not cleared the bank. The District asked what policies or procedures are in place for clearing checks outstanding over six months. Magnolia's representative stated they will look at older checks and void and reissue, as needed. For the reimbursement program for at-home employees, Magnolia sent notices to staff members to cash checks and have reduced the number of checks being cut to quarterly instead of monthly.

Accounts Receivable Schedule

The District inquired about the UMB payment made on behalf of MSA-01 & 09 for \$142,788.33. Magnolia stated the payment was a result of the timing involved at the end of FY19-20. The final state payment was delayed until the end of July, however, Magnolia's needed to fulfill the UMB bank payment owed for the June bond intercept payment owed by MSA-01, MSA-SA, and Magnolia in relation to the 2014 and 2017 bonds. In the interest of time, the full amount of the invoice was issued from Magnolia and the appropriate AR was booked to and then transferred in the following period to cover MSA-01 and MSA-SA respective portions of the payment.

LACOE:

We have received 2020-21 oversight visit reports for MSA-1, 2, 3, and 5 from LACOE. LACOE provided three separate reports for each school in the following areas:

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

Summary / Recommendations from Oversight Visit Reports

We have recently received the Governance and Instructional Program Overview reports from LACOE, we would like to share the following summary and recommendations from those reports for MSA-1, 2, 3 and 5.

Note: We have NOT received the Fiscal Annual Report yet. We will share it with the Board as soon as we receive it.

Magnolia-wide:

Governance Review 2020-21

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

Summary:
<i>The current board consists of five members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<ol style="list-style-type: none"> 1. <i>Board members should continue to participate in annual Brown Act training.</i> 2. <i>The Board should make every effort to have as many members physically present as possible during regularly scheduled meetings.</i> 3. <i>Future Board recruitment of should focus on membership from the local community.</i> 4. <i>"One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter operated by the corporation is located."</i> 5. <i>Consider placing a parent resource tab on the MPS homepage with a link to the parent tab for each school.</i> 6. <i>Each LACOE authorized school should indicate such authorization on their school webpage.</i>

Comment on Board Capacity/Composition Indicator #3:

3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>In 2017-18, the MPS Board added two members of the community who added diversity and relevance to the school community. This was in response to LACOE's concerns regarding diversity and that board meetings take place in person, and within the boundaries of the area in which the schools are authorized. As the MPS Board has recently lost two members from the Los Angeles County area, it will be important for MPS to seek qualified candidates for board openings that represent the local community.</i>

Instructional Program Review 2020-21

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

MSA-1:

Summary
<p><i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school has completed the construction of a new high school building. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i></p> <p><i>When the school was closed due to COVID-19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact and collaborate with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers taking a leadership role in presenting to colleagues.</i></p>
Recommendations
<p><i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>

MSA-2:

Summary
<p><i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. Observations of classroom sessions and professional development sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-2 staff continued to make multiple home visits and provide food drop off for families during the COVID-19 pandemic. MSA-2 staff were successful in establishing a successful online learning program and instructional model, and showed particular strength in implementing SEL and relationship building with students. MSA-2 has developed a plan for reopening in 2021-22, including a distance learning component for those families wishing to continue with that model.</i></p>
Recommendations
<p><i>It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students. MSA-2 attended to previous recommendations successfully, and have provided a more robust and comprehensive offering of courses related to the specific focus of their charter petition.</i></p> <p><i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>

MSA-3:

Summary
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth. Noted in data reported in the school's LCAP and on the California Dashboard, student groups have experienced declines in both ELA and Math. Throughout the school closure period this year, MSA-3 operationalized a program of study through distance learning for students.</i></p> <p><i>When the school was closed due to COVID-19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact and collaborate with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers and administrators taking a leadership role in presenting to colleagues.</i></p>
Recommendations
<p><i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>

MSA-5:

Summary
<p><i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth. Throughout the school closure period this year and last, MSA-5 continued to offer a program of study through distance learning for students. Observations of online classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. MSA-5 has established a plan for the opening of school for the 2021-22 school year, based upon current guidance from the Los Angeles County Department of Public Health.</i></p>
Recommendations
<p><i>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish Career Technical Education courses and related pathways.</i></p> <p><i>In addition, school leadership should continue to closely monitor progress on Measurable Pupil Outcomes (MPOs) and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its MPOs, and that all groups of students are demonstrating academic progress.</i></p>

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 Reports for MSA-1, 2, 3, 5, and San Diego.

Charter School Name: Magnolia Science Academy San Diego
 Contact Persons for this Report: Tiffany DeGraffenreid and Susan Park
 Dates of Site Visit: May 17, 2021

San Diego Unified School District (“District”) is the charter granting authority of Magnolia Science Academy San Diego (“Magnolia”), which is part of a network of charter schools called Magnolia Public Schools (“MPS”). MPS is operated by the nonprofit public benefit corporation Magnolia Educational & Research Foundation (“MERF”). The current charter term began on July 1, 2020, and ends June 30, 2027, based on the two-year extension in Education Code section 47607.4. Magnolia serves grades 6-8 at a District facility located at 6525 Estrella Avenue 92120.

Gokhan Serce is the School Principal of Magnolia, and Alfredo Rubalcava is the CEO of MPS. The administrative team also includes the Dean of Academics Megan Craig, the Dean of Students Neil Egasani, and the Dean of Culture Halil Akdeniz.

The following additional designated roles were identified for Magnolia.

Special Education Administrator	Meagan Tracy	mebracy@magnoliapublicschools.org
504 Coordinator	Megan Craig	mcraig@magnoliapublicschools.org
Title IX Coordinator	Megan Craig	mcraig@magnoliapublicschools.org
Homeless Liaison	Neil Egasani	cegasani@magnolioapublicschools.org
Foster Liaison	Serce Gokhan	gserce@magnoliapublicschools.org
Uniform Complaint Policy Contact	Serce Gokhan	gserce@magnoliapublicschools.org
Free/Reduced Price Meals Contact	Susana Davila	sdavila@magnoliapublicschools.org

The table below summarizes enrollment by grade level.

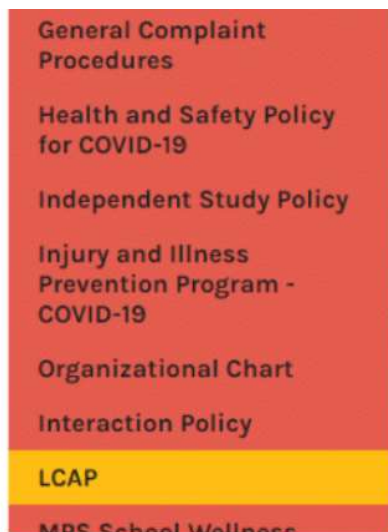
	2017-18	2018-19	2019-20	2020-21
6	125	148	140	124
7	141	131	174	157
8	138	125	129	160
Total	404	404	443	441

Magnolia submitted the COVID-19 Operations Report (“COVID Report”) to the District in a timely manner. The COVID Report states that the school transitioned to distance learning on March 16, 2020. According to the COVID Report, several supports for students were put into place:

MPS has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, resources and provide feedback to students. For students that do not currently have access to online resources, physical resources and assignments are provided. Instruction is conducted in a variety of manners. Students have the option to attend virtual live sessions with their teachers. These sessions are also recorded for students who are not able to attend the live sessions. Teachers conduct virtual office hours weekly to further support students and provide opportunities for them to get additional support. Teachers also post videos and resources, post discussion questions, and use various online programs to provide learning opportunities. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our parent messaging system. To support technology needs, our school has distributed Chromebooks and hot spots to students.

The 2020-21 Learning Continuity and Attendance Plan (“LCP”) which includes a summary of COVID impacts and changes to instruction and learning, can be found on Magnolia’s website at:

https://magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=299495&type=d&termREC_ID=&pREC_ID=561090 under “MSA-San Diego Learning Continuity and Attendance Plan 2020.” See below:



- [MSA-San Diego Budget Overview for Parents 2020-21.pdf](#)
- [MSA-San Diego LCAP 2019-20.pdf](#)
- [MSA-San Diego LCAP Federal Addendum.pdf](#)
- [MSA-San Diego Learning Continuity and Attendance Plan 2020.pdf](#)
- [MSA-Santa Ana Budget Overview for Parents 2020-21.pdf](#)
- [MSA-Santa Ana LCAP 2019-20.pdf](#)
- [MSA-Santa Ana LCAP Federal Addendum.pdf](#)
- [MSA-Santa Ana Learning Continuity and Attendance Plan 2020.pdf](#)

The 2020-21 Magnolia LCP includes information describing the stakeholder engagement involved in the creation of the LCP. Engagement results were described in the LCP as follows:

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high-quality education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. MPS Reopening Task Force members are comprised of Home Office staff, school site admins, teachers and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting relevant information and data for an informed and sound decision. The school has hosted multiple virtual town hall meetings with our stakeholders, including staff, families, and students.

The tables below provide an overview of enrollment as grouped by the California Department of Education (“CDE”) at Magnolia. Magnolia has increased its schoolwide enrollment percentage of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged.

Subgroup	2017-18	2018-19	2019-20	2020-21
English Learners	4.5%	4.5%	6.1%	8.4%
Foster Youth	0%	0%	0%	0.2%
Homeless Youth	3.0%	2.5%	1.1%	2.5%
Migrant Education	0%	0%	0%	0%
Students with Disabilities	10.6%	14.6%	15.1%	16.1%
Socioeconomically Disadvantaged	26.5%	26.7%	34.1%	39.5%
All Students	404	404	443	441

Assembly Bill (“AB”) 1505 amended sections of the Education Code regarding charter renewal and other areas. The District is to consider how a charter school is serving all pupils who wish to attend and the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, English learner pupils, and redesignated fluent English proficient pupils that is reflective of the general population residing within the District (See Education Code sections 47605(c)(5)(G), 47607(d)(3).) On February 2, 2021, the District Board of Education adopted an “**AB 1505 Implementation Plan**” regarding the amendments to the Education Code. In addition, the SBE is in the process of developing regulations. For reference, the District has attached its AB 1505 Implementation Plan to this site visit report and encourages Magnolia to review the

Education Code amendments arising from AB 1505, as well as State regulations when they become available.

During the 2020-21 school year approximately 77 students with individualized education programs (“IEPs”) were enrolled at Magnolia, comprising 16.1% of the schoolwide enrollment. Primary disability eligibility categories for the students enrolled at Magnolia included Hard of Hearing, Speech/Language Impairment, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Autism. Magnolia reported providing special education related services including, but not limited to, Specialized Academic Instruction, and Occupational Therapy. Due to the COVID pandemic, many services were being provided via online platforms as of the date of the site visit, with a small number of students coming on campus for in-person one-on-one assessments and/or related services.

	Schoolwide	Students with Disabilities
Grade 6	124	24
Grade 7	157	24
Grade 8	160	29
Total	441	77

The Comprehensive School Safety Plan (“Safety Plan”) provided for review during the site visit showed the 2020-21 Safety Plan was approved by the Magnolia Board on February 11, 2021. Please review the information provided by the CDE website regarding when the Safety Plan should be updated and recommended contents of the Safety Plan at <https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.

Notification of access to mental health services went out to Magnolia families via Parent Square on February 17, 2021, and February 24, 2021. Resources for mental health support can also be assessed on Magnolia’s website https://msasd.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=472711&type=d (last accessed August 5, 2021).

Information and resources regarding the Human Trafficking Prevention can be found on Magnolia’s website and also through Parent Square, an internal communication platform for Magnolia families.

On July 23, 2020 the Magnolia Board approved the Uniform Complaint Policy (“UCP”). The UCP is offered in English and Spanish, includes procedures on how to file a complaint, and information on the appeals process with the CDE. Information regarding filing the UCP can be found on the Magnolia website and in the Parent/Student handbook on page 116. With regard to the UCP information provided for review, it is noted that the total number of complaints filed in 2019-20 and 2020-21 were included in the information provided to the District. For the 2021-22 site visit, the District will request documentation showing how complaint data is reported to the Magnolia Board with the following information: the date the complaint was filed, the number assigned to the complaint, the type of complaint (sexual harassment, discrimination, Title IX, UCP, etc.), and the date the complaint was determined/resolved.

The Magnolia Board is comprised of the following persons:

To contact our board members please use board@magnoliapublicschools.org

Board Member Roster

		First Name	Last Name	Designation	Beginning Term	End Term
1	Mr.	Haim	Beliak	Chair	02/19/2017	02/8/2022
2	Dr.	Umit	Yapanel	Vice-Chair	10/12/2017	10/11/2022
3	Mrs.	Diane	Gonzalez	Director	12/10/2019	12/9/2024
4	Dr.	Salih	Dikbas	Director	12/10/2019	12/9/2024
5	Ms.	Sandra	Covarrubias	Director/Parent	08/11/2017	08/10/2022
6	Mr.	Mekan	Muhammedov	Director	04/24/2020	04/23/2025

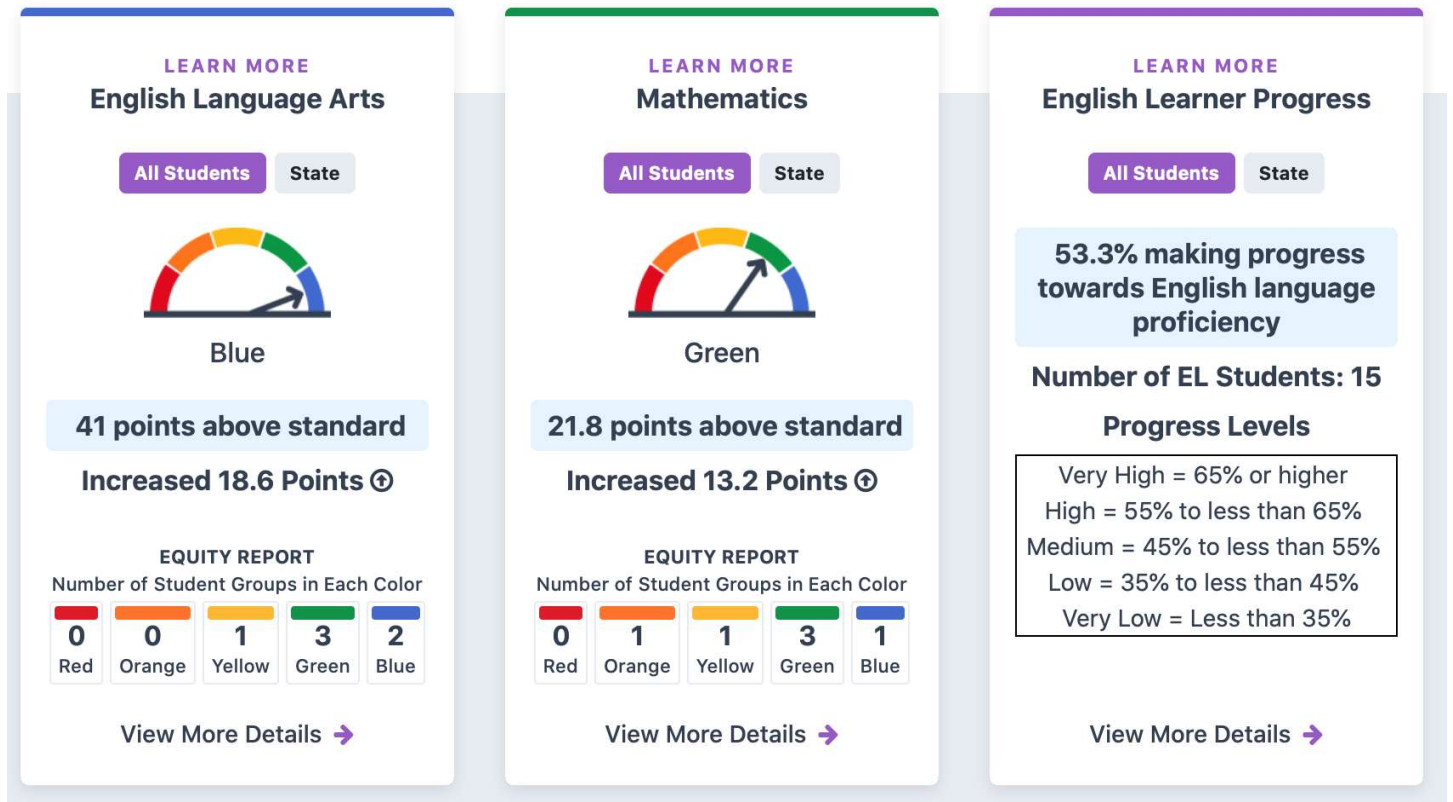
It is noted that the public does not have access to individual board member contact information. The Magnolia website directs the public to contact any board member through the following email address, board@magnoliapublicschools.org. For the 2021-22 site visit, the District requests individual board members’ contact information be provided on the Magnolia website.

Magnolia Board meetings are held at 6:00pm and were conducted via Zoom for the 2020-21 school year due to COVID restrictions. Information about the Magnolia Board, as well as meeting agendas and minutes, can be accessed from the Magnolia website by selecting the “About Us - MSP Board” tab at <https://msasd.magnoliapublicschools.org/#> (last accessed August 2, 2021). The meeting calendar included the following dates for 2020-21:

July 9, 2020	January 21, 2021
August 13, 2020	February 11, 2021
September 10, 2020	March 11, 2021
October 8, 2020	March 21, 2021
October 25, 2020 (cancelled)	April 15, 2021
November 12, 2020	May 13, 2021
December 10, 2020	June 10, 2021

The Fair Political Practices Commission (“FPPC”) approved the 2017 Local Agency Biennial Notice for Magnolia’s Amended Conflict of Interest Code on November 1, 2017. For the 2021-22 site visit, the District requests that Magnolia provide a more recent FPPC approval.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Below are the last reported results for Magnolia, which are based on the 2019 reporting period.



Important Note on Assessments

Please review Education Code section 47607.2 and the attached SBE agenda item from the meeting on November 4, 2020, for information about Criteria to Define Verified Data and the List of Valid and Reliable Assessments.

Finance Part One. This section addresses the charter school’s submission of financial reports in a timely and accurate manner.

Financial Reports

The preliminary annual budget for fiscal year 2020-21 was submitted on time.	Met
The first interim financial report for fiscal year 2020-21, to include the period from July 1 through October 31, was submitted on time.	Met
The annual audit for fiscal year 2019-20 was submitted on time.	Met
The second interim financial report for fiscal year 2020-21, to include the period from July 1 through January 31, was submitted on time.	Met
The unaudited actuals financial report for fiscal year 2019-20, to include the period from July 1 through June 30, was submitted on time.	Met

All Education Code required financial reports were Magnolia board approved and submitted to the District on or before the statutory due dates.

Finance Part Two. This section addresses financial stability and sustainability of the charter school.

Financial Report Used: FY20-21 2nd Interim

1. Net Operating Surplus: Operating revenues are projected to be greater than operating expenses in the fiscal year.

Operating Revenue	Operating Expenses	Difference	
4,926,923	4,410,569	516,354	Met

2. Positive Ending Fund Balance: Assets are projected to be greater than liabilities at the end of the fiscal year.

Assets	Liability	Difference	
2,213,425	1,720,588	492,837	Met

3. Adequate Reserve for Economic Uncertainty: The ending fund balance is projected to be at least 3% of expenditures or \$50,000, whichever is greater.

Expenses	3% REU	Ending Fund Balance	
4,410,569	132,317	492,837	Met

4. Current Ratio: Current assets exceeded current liabilities.

Current Assets	Current Liabilities	Ratio \geq 1	
1,949,708	1,150,631	1.69	Met

5. Solvency: Available cash is sufficient to satisfy current liabilities

Cash	Current Liabilities	Difference	
1,447,076	1,150,631	296,445	Met

6. Unrestricted Days Cash: The unrestricted days cash on hand indicates how many days a school can pay its expenses without another inflow of cash.

Cash	Expenses	No. of Days	
1,203,295	4,410,569	99.58	Met

As of January 31, 2021, Magnolia met the District’s criteria for financial stability and sustainability.

District staff shared concerns regarding the school having three consecutive years of net deficit spending prior to FY20-21’s projected operating surplus and asked what steps the school has taken to mitigate the deficit spending trend. Magnolia representative stated in FY18-19 the deficit and drop in enrollment was a result of moving locations. In FY19-20, Magnolia brought enrollment back to a breakeven point and they are currently working toward enrolling more students by informing all communities in the neighborhood and providing more resources to attract more low-income families. Also, in FY19-20, Magnolia entered into a five-year, \$800,000 intercompany loan to meet Magnolia’s cash obligation. In addition, Magnolia received a \$418,000 Paycheck Protection Program (“PPP”) loan.

Financial Report Used: FY19-20 Audit Report

1. Net Operating Surplus: Operating revenues were greater than operating expenses in the last fiscal year.	Operating Revenue	Operating Expenses	Difference	
	4,387,361	4,438,626	(51,265)	Not Met
2. Positive Ending Fund Balance: Assets were greater than liabilities at the end of the last fiscal year.	Assets	Liability	Difference	
	2,280,806	1,989,409	291,397	Met
3. Adequate Reserve for Economic Uncertainty: Ending fund balance for last fiscal year was at least 3% of expenditures or \$50,000, whichever is greater.	Expenses	3% REU	Ending Fund Balance	
	4,438,626	133,158.78	291,397	Met
4. Current Ratio: Current assets exceeded current liabilities.	Current Assets	Current Liabilities	Ratio ≥ 1	
	1,792,967	1,837,603	0.98	Not Met
5. Solvency: Available cash is sufficient to satisfy current liabilities	Cash	Current Liabilities	Difference	
	1,269,671	1,837,603	(567,932)	Not Met

Per the FY19-20 Audit Report, Magnolia did not meet the District’s criteria of financial stability and sustainability. Magnolia ended the year with an operating deficit of (\$51,265), the current liabilities exceeded the current assets, and there was not sufficient cash to cover current liabilities. The FY19-20 Audit Report included intracompany payable of \$886,011 as current liabilities. The District considers \$708,714 of the intracompany payable to be a long-term liability as it is to be paid back over five years maturing on June 30, 2025. Taking this information into consideration, Magnolia meets the District’s criteria for Current Ratio and Solvency.

Audit Findings

The audit report identified findings related to *Education Code* Section 8482.4(c)(1) for FY19-20. An after-school program must report attendance to the CDE, however, the number of students served as reported to the CDE was overstated when compared to supporting records. The attendance condition appears to have resulted

from inconsistent procedures utilized to track student attendance. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE. As part of the Corrective Action Plan, Magnolia is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.

Finance Part Three. This section addresses financial management topics.

- **Chart of Accounts and Restricted Funding:** Chart of Accounts corresponds to appropriate *Standardized Account Code Structure* (“SACS”) compliant object and resource codes, as per *Procedure 810, Charter Schools of the California School Accounting Manual* (“CSAM”). Restricted funds are accounted for separately and expenditures are limited to those allowed by grantors.
- **Accounting System:** Accounting system utilizes a SACS compliant Chart of Accounts. Tracks unrestricted and restricted resources in order to meet various specialized reporting requirements and categorical activities. Provides data necessary for accurate completion of reports such as, but not limited to, those required by Education Code section 47604.33(a)(3-5), including, *First Interim Report, Second Interim Report, and Charter School Unaudited Actuals Financial Report – Alternative Form.*
- **Safeguarding of Assets:** Internal control procedures are implemented to protect assets of the charter school and comply with accounting procedures adequate to prevent misuse of charter school funds.
- **Required Funding Documentation:** Supplemental funding applications, plans, claims, and required documentation are filed with the appropriate funding agency by the specified deadline.
- **Liabilities:** Loans, debts and outstanding obligations are properly accounted for and paid in a timely manner, as required by legal agreements.
- **Budget Development:** The staff, management, and governing board are involved in the charter school’s budget development.
- **Board Oversight:** The management and governing board regularly review the budget in comparison to actual revenue and expenditures and make necessary adjustments to the budget as new information is available to the charter school.
- **Adjusted Budgets:** The current fiscal year’s operating budget is updated for new revenue received and new expenses incurred.
- Other, as appropriate.

Budget, Accounting, and Financial Reporting

Magnolia contracts with Delta Managed Solutions for accounting and financial reporting services.

Magnolia’s financial systems are in general alignment with SACS. This enables Magnolia to prepare and submit financial reports which are in compliance with CSAM, as they relate to charter school financial reporting.

The Magnolia chart of accounts consists of object codes which align with SACS.

Separate accounts are maintained in the Magnolia general ledger for restricted and unrestricted funds in accordance with the CSAM.

Multiple STRS/PERS retirement reporting errors occurred during the year. The District met with the Magnolia CEO, CFO, and School Principal to discuss retirement reporting timelines, expectations, and corrective actions to prevent future errors.

Reporting Requirements

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the Education Protection Account (“EPA”) and how that money was spent. As required, Magnolia has reported on its website an accounting of FY20-21 estimated EPA funds.

Paycheck Protection Program (“PPP”) Loan

In FY19-20, Magnolia Educational & Research Foundation received a \$5,461,600 PPP loan with 1% annual interest and a maturity date of April 20, 2022 from Citibank, N.A. \$418,151 was applied for on the behalf of Magnolia. As reflected on the PPP survey submitted to the District, Magnolia intends to submit requests for loan forgiveness of \$418,151. Below is the screenshot of the categories and total dollar amounts of each category for which PPP funds were utilized to keep the employees on payroll through February 28, 2021 and projected through June 30, 2021.

Charter School: MSA-SD

Certificated Supervisors & Adm	83,630.20
Classified Clerical & Office	29,270.57
Classified Support	25,089.06
Instructional Staff	16,726.04
Certificated Teachers	263,435.13

General Ledger (“GL”) Transaction Descriptions

Multiple entries in the fiscal year 2020-21 GL have descriptions that contain only the vendor’s name and account description. For the 2021-22 site visit, the District requests that transactions entered into the GL contain a more detailed description of the items and/or services purchased.

Objt 4310 - Ins Mats & Sups							
62-6300-0-1110-1000-4310-010 Lottery-Prop 20, Ins Mats							
PO021-00045	Office Depot	EX21-00157	11573	AP10132020H	Student Supplies	10/13/20	40.41
	Invoiced /Received	09/22/2020		Payment /Receipt #	126083094001		
PO021-00045	Office Depot	EX21-00158	11573	AP10132020H	Student Supplies	10/13/20	453.84
	Invoiced /Received	09/25/2020		Payment /Receipt #	126083093001		
PO021-00045	Office Depot	EX21-00159	11573	AP10132020H	Student Supplies	10/13/20	370.12
	Invoiced /Received	09/28/2020		Payment /Receipt #	126083088001		
PO021-00045	Office Depot	EX21-00234	DDP-00000296	AP12102020-E	Student Supplies	11/20/20	161.63
	Invoiced /Received	11/20/2020		Payment /Receipt #	1007-102820 OFFICED6		
PO021-00045	Office Depot	EX21-00235	DDP-00000296	AP12102020-E	Student Supplies	11/20/20	471.32
	Invoiced /Received	11/20/2020		Payment /Receipt #	1007-102820 OFFICED5		
PO021-00045	Office Depot	EX21-00237	DDP-00000296	AP12102020-E	Student Supplies	11/20/20	21.67
	Invoiced /Received	11/20/2020		Payment /Receipt #	1007-102820 OFFICED3		
PO021-00045	Office Depot	EX21-00238	DDP-00000296	AP12102020-E	Student Supplies	11/20/20	734.53
	Invoiced /Received	11/20/2020		Payment /Receipt #	1007-102820 OFFICED2		
PO021-00045	Office Depot	EX21-00239	DDP-00000296	AP12102020-E	Student Supplies	11/20/20	818.98
	Invoiced /Received	11/20/2020		Payment /Receipt #	1007-102820 OFFICED1		

Outstanding Checks

The Magnolia March 2021 Bank Reconciliation of Citibank Account ending x6494 showed two checks over six months old that had not cleared the bank. The District asked what policies or procedures are in place for clearing checks outstanding over six months. Magnolia’s representative stated they will look at older checks and void and reissue, as needed. For the reimbursement program for at-home employees, Magnolia sent notices to staff members to cash checks and have reduced the number of checks being cut to quarterly instead of monthly.

Statement Date 03/31/2021				Cash Object 9120			
Status Posted				Journal Entry #			
Bank Statement Ending Balance	719,837.49			Service Charge	0.00		
Less: Uncleared Payments	10,246.41			Interest Earned	0.00		
Add: Uncleared Deposits	0.00						
Add: Uncleared Other	0.00			Cleared Payments	172,268.71		
Adjusted Bank Balance	709,591.08			Cleared Deposits	43,582.00		
System Cash Balance	709,591.08			Cleared Other	9,293.80-		
Add: Unposted Charges and Interest	0.00						
Revised System Cash Balance	709,591.08			Submitted By	DYANG, 04/09/2021		
Difference	0.00			Posted By	SKAUR, 04/09/2021		
Uncleared Payments							
Issued	Check #	Check Amount		Pay To Name	Vendor ID	Emp ID	Bank Acct
04/03/20	11443	230.28		Craig, Megan		000011	010MAIN
07/17/20	11506	100.00		Craig, Megan		000011	010MAIN

Accounts Receivable Schedule

The District about the CMO overpayment for \$148,206. Magnolia stated that at the close of FY18-19, Magnolia was overcharged for CMO fees due to a clerical error. The fee should be 11% of Magnolia’s LCFF. The CMO fee is varies for the MPS schools, but for Magnolia the fee is 11%.

The District inquired about the UMB payment made on behalf of MSA-01 & 09 for \$142,788.33. Magnolia stated the payment was a result of the timing involved at the end of FY19-20. The final state payment was delayed until the end of July, however, Magnolia’s needed to fulfill the UMB bank payment owed for the June bond intercept payment owed by MSA-01, MSA-SA, and Magnolia in relation to the 2014 and 2017 bonds. In the interest of time, the full amount of the invoice was issued from Magnolia and the appropriate AR was booked to and then transferred in the following period to cover MSA-01 and MSA-SA respective portions of the payment.

MSA-10		
Schedule of Accounts Receivable - Object 9200		
Fiscal Year 2020-21		
Due From	Revenue	YTD Balance
State of California	LCFF- Feb 2021 Deferral	19,001.00
State of California	LCFF- March 2021 Deferral	29,392.00
State of California	19-20 IDEA SpEd	7,860.00
State of California	19-20 Title II Accrual	943.00
MERF	CMO Overpayment	148,206.00
MSA 1 & SA	UMB Payment made on behalf of MSA-01 & 09	142,788.33
Total AR		348,190.33


Charter School's Response (Optional):

GOVERNANCE REVIEW 2020-2021

Charter School:	Magnolia Science Academy (MSA) 1, 2, 3, 5
Charter Term:	2017-2022 (MSA 1, 2, 3) - 2018-23 (MSA 5)
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>	
A. Organizational Management	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> a. Solely a charter school b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations) c. If b, describe the structure 	
<i>The four schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i>	
<p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>	
<i>LACOE has been provided with all relevant corporate papers including the following: Articles of Incorporation; 2019 Amended Bylaws; COI Code, Lease Agreements, and Co-Location Agreements. Should any amendments take place to any of the corporate documents, the organization is to notify LACOE and provide draft documents for review prior to approval by the Board.</i>	
<p>3. There is a list or roster of governing board members.</p>	
<i>The current list identifies five board members. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. During the Magnolia Public Schools (MPS) Board meeting of June 10, 2021, it was announced that Rabbi Haim Beliak, Board Chair, had submitted his resignation from the MPS Board. Dr. Umit Yapanel, Board Vice-Chair would serve as interim Chair until Board elections for 2021-22 had taken place. The current MPS Board consists of the following individuals: Sandra Covarrubias, Chair; Dr. Umit Yapanel, Vice Chair; Dr. Salih Dikbas, Member; Diane Gonzalez, Member; and Mekan Muhammedov, Member.</i>	
<p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p>	
<i>According to the MPS charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plan for MSA-1, 2, 3, and 5 on June 24, 2021. The Board maintains an Academic Committee that oversees instructional evaluation. In addition, the Chief Academic Officer and Chief Accountability Officer provide regular reports and updates to the board regarding academic progress, LCAP outcomes, curriculum and instruction and any changes made to the academic program for students.</i>	
<p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>	
<i>The Chief Financial Officer and back office provider provide financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools, and adjusts the budget and operations as necessary. In addition, the board regularly requests increased clarity and explicit detail from central office staff regarding budget items and the purpose of expenditures.</i>	
<p>6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p>	

<i>A review of audio recordings and meeting documentation indicates that the governing board understands the annual budget, including the short and long-term financial outlook of each school.</i>
7. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.
<i>The organizational structure aligns with the description found in the approved charters for MSA-1, 2, 3, and 5.</i>
B. Capacity/Composition
1. Some of the governing board members have previous governance experience.
<i>Yes, some of the governing board members have previous governance experience.</i>
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090.
<i>LACOE is in receipt of an approved conflict of interest policy and code. The current board appears to be free from any perceived or real conflict of interests.</i>
3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>In 2017-18, the MPS Board added two members of the community who added diversity and relevance to the school community. This was in response to LACOE's concerns regarding diversity and that board meetings take place in person, and within the boundaries of the area in which the schools are authorized. As the MPS Board has recently lost two members from the Los Angeles County area, it will be important for MPS to seek qualified candidates for board openings that represent the local community.</i>
4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>Current board members bring expertise in the legal field, finance, higher education, engineering, medicine, and social services.</i>
C. Structure
1. The composition of the governing board is consistent with the approved charter.
<i>Yes.</i>
2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.
<i>Yes, the board has given evidence that they are able to govern effectively and could continue to do so in their current form.</i>
3. The governing board has bylaws that are comprehensive and that include a reasonable term limit.
<i>Yes, the governing board bylaws are comprehensive and have an existing term limit of five years.</i>
4. The governing board appears to fully understand the bylaws and their implications.
<i>The board appears to act in accordance with its bylaws, which were updated and approved in 2019.</i>
5. The governing board has identified officers.
<i>The current board recognizes a chair and vice-chair.</i>
6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.
<i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, president, vice presidents, secretary and treasurer.</i>
7. The bylaws delineate committees and provide detailed job descriptions for these committees.
<i>The bylaws discuss the creation of and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions</i>

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

<i>Yes, the board has adopted policies related to all of the above concerns.</i>	
4. Material revisions to the charter have been approved by the governing board.	
<i>On June 15, 2021, the County Board approved a material revision for MSA-5, allowing the school to co-locate on the campus of MSA-1 for the 2021-22 school year.</i>	
F. Parent and Staff Involvement	
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.	
<i>In addition to holding regular parent and staff meetings, parents have regular email and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents, staff members, and teachers during their public meetings. Further, MPS seeks parental input through surveys, and through parent participation on committees at each school site.</i>	
Summary:	
<i>The current board consists of five members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>	
Recommendations:	
<ol style="list-style-type: none"> 1. Board members should continue to participate in annual Brown Act training. 2. The Board should make every effort to have as many members physically present as possible during regularly scheduled meetings. 3. Future Board recruitment of should focus on membership from the local community. 4. "One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter operated by the corporation is located." 5. Consider placing a parent resource tab on the MPS homepage with a link to the parent tab for each school. 6. Each LACOE authorized school should indicate such authorization on their school webpage. 	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
<u>David C. Downing</u> <small>David C. Downing (Oct 14, 2021 09:57 PDT)</small>	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
October 8, 2021	<input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input checked="" type="checkbox"/> Phone Conference

INSTRUCTIONAL PROGRAM REVIEW 2020-21

Charter School:	Magnolia Science Academy-1 (Grades 6-12)	
Date of Visit(s):	November 12, 2020; May 14, 2021 (Virtual Visits)	
Enrollment:	Expected: 795	Actual: 715
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Magnolia Public Schools' (MPS) vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-1 is implementing the curricular and instructional plan as outlined in the approved charter. The core curriculum for MSA-1 is based upon the UC/CSU A-G course requirements, and includes 13 advanced placement courses (69% pass rate) and a selection of elective courses that complement the school's focus on STEAM education. MSA-1 maintains a successful VEX Robotics program, and has established an agreement with Mission College to offer college courses on campus during the school year. The numbers of students taking college courses has increased from 14 to 41 this year.</i></p> <p><i>During the 2020-21 school year, MSA-1 continued the implementation of its instructional program through distance learning. Chromebooks and hotspots were provided to all students needing technology assistance in order to participate in the distance learning program. Virtual observations were conducted during the fall and spring semesters. Observations show teachers implementing virtual classroom instruction using multiple software programs and tools for student engagement. Of particular note was the attention to personal greeting and communication between students and teachers during classroom periods.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-1 at this time, including several teacher interns through an agreement with California State University Northridge (CSUN). In addition to the regular teaching staff, MSA-1 provides two academic deans, two student deans, an EL coordinator, and a team of Education Specialists. Further, the central office provides assistance through academic coordinators.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with teachers during the day, or they can receive assistance before and after school, or during Saturday School. In addition, the school offers Power classes in ELA and Math as daily interventions. Data meetings are held twice each week to roster students into specific intervention programs. In addition, online courses are offered for those needing credit recovery. During the 2020-21 school year, students were provided with opportunities for teacher assistance online as part of the weekly schedule, with the addition this year of a Title One teacher in both ELA and Math. Further, approximately 75 students participated in the MSA-1 Saturday School program.</i></p>		

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
<i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are provided a hard copy or electronic copy of their child's progress report. MSA-1 now offers dual enrollment opportunities for students through Mission College. Over 40 students were enrolled in college courses during the school year. Credit recovery courses were provided during the summer session as well.</i>
5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.
<i>MSA-1 continues to implement a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, school teams regularly compete in STEAM related activities, including robotics. In addition to providing AP classes and multiple college courses, MSA-1 provides multiple interventions and learning acceleration methodologies for anyone needing assistance. MSA-1 has increased its number of STEAM related offerings to include a Java course, and providing support for students in order to pass the Oracle Certified Associate Exam.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-1 is currently accredited through the Western Association of Schools and Colleges (WASC) until June 30, 2022.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See attached document from LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-1 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. One overdue IEP was reported in the December Quarterly Report. The final report for the year shows zero overdue IEPs and zero services owed to students.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>MSA-1 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync, MyOn Reading, and IXL Learning for math and ELA. The school's reclassification rate for 2020-21 was 12%.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials.
<i>MSA-1 uses California standards-based instructional materials from approved publishers.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>

3. The charter school uses instructional materials that address the specific needs of English learners. <i>MSA-1 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials. <i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings. <i>The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. <i>All MSA-1 staff and faculty participate in weekly staff, grade-level and department meetings rotating on Tuesday afternoons, which have continued throughout the COVID 19 pandemic. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis, explicit direct instruction, and providing modifications and accommodations for students. During the past year, MSA-1 has provided extensive training and assistance for teachers around conducting online class instruction. Classroom observations have shown teacher growth over time and implementation of multiple tools for enhancing online learning.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations. <i>MSA-1 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that staff members hold an appropriate English learner and/or special education credential and authorization.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers. <i>During both the first and second semesters of 2020-21, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE. <i>MSA-1 administration attended LACOE required meetings this school year which consisted of weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training.</i>
E. Ongoing Assessment
1. The charter school participates in CAASPP testing as required for all K-12 schools in California. <i>MSA-1 participates in required CAASPP testing, as evidenced by the previous year's test scores and testing schedule. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, based upon waiver flexibilities afforded to LEAs, the school elected to administer NWEA for all grades and administered the CAASPP test only for students in grade 11.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.

Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-1 has now been extended through June 30, 2024.

Schoolwide Student Academic Performance and Achievement

Effective July 1, 2020, the renewal criteria for charter schools will change and will be based on a three-tiered criterion that will utilize School Dashboard outcomes.

CDE 2019 Renewal Data Release

On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-1 falls in the middle-performing performance category.

Yes, data indicates that MSA-1 is on target at this time, to meet renewal requirements. A review of CAASPP data for all students in 2019 show a decline of 3.8 points in ELA and that the school maintained its point totals in math. According to the California dashboard, in ELA, English learners are scoring in the Yellow zone, with Hispanic, SED and students with disabilities scoring in the Orange zone. Math scores indicate that students are scoring in the same zones for both ELA and math.

Resident Schools: When compared against resident schools in ELA, MSA-1 ranked 4th out of 10 schools. In math, MSA-1 also ranked 4th out of 10 schools.

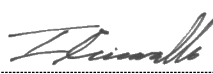
**Academic Performance of Charter and Resident Schools
2019 California Assessment of Student Performance and Progress (CAASPP)**

School (Grade)	Grade Levels	% Charter School's Enrollment	ELA (% Met or Exceeded)									Math (% Met or Exceeded)								
			All	SED	AA	Hisp	SWD	EL	F Y	HY	All	SED	AA	Hisp	SWD	EL	F Y	HY		
Magnolia Science Academy	6-12		44.78	44.38	NA	42.42	8.62	3.03			30.13	27.72	NA	27.16	5.17	9.09				
Birmingham HS	9-12	7.6	65.51	65.94	57.69	65.62	25.37	7.15			33.23	33.45	15.38	33.44	4.48	8.93				
Canoga Park HS	9-12	1.7	57.9	58.37	50	57.79	18.61	9.38			11.32	10.66	8.33	9.67	0	0				
Chatsworth HS	9-12	1.7	60.69	57.61	38.09	61.69	15.38	6.67			29.16	25.93	31.58	24.75	5.13	6.67				
School (Grade)	Grade Levels	% Charter School's Enrollment	ELA (% Met or Exceeded)									Math (% Met or Exceeded)								
Cleveland HS	9-12	12.0	68.83	60.24	75	56.76	12.5	5.08		47.62	42.47	30.84	35	25.47	5.36	6.77		9.52		
Fulton College Prep	6-12	3.1	27.77	27.68	42.11	26.17	2.75	1.28		20.46	10.92	10.62	23.81	9.27	0.93	0.56		6.82		
Mulholland MS	6-8	19.6	43.34	42.32	58.82	41.54	8.88	3.74		40.55	31.68	30.39	32.35	29.15	6.54	5.72		33.33		
Northridge MS	6-8	11.2	25.1	23.65	19.23	21.42	3.4	3.88		18.76	17.21	16.77	0	14.81	2.04	5.79		18.18		
Reseda Charter HS	9-12	28.5	44.25	43.42	15.38	40.39	16.28	7.41			30.21	29.88	7.69	27.94	6.82	12.96				
John Sutter MS	6-8	3.3	22.23	21.4	15.63	21.25	2.8	1.18		15.15	15.28	14.42	21.88	13.08	2.13	1.05		5.56		

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth

Source: Retrieved from CDE DataQuest CASSPP Test Results

<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-1 has completed and submitted a SARC for 2020-21, which is also on file with the California State Board of Education website. The school also submitted an Annual report to LACOE. All documentation was submitted in a timely manner.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Parents also have access to student data portal using Parent Square. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a copy of their child's progress report. Parent/teacher conferences are held once each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>
<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention and corresponding instructional planning.</i></p>
<p>6. The charter school has implemented actions to address identified areas for improvement.</p>
<p><i>On the California dashboard, MSA-1 shows zero student groups scoring in the Red zone. The school reports that special education students continue to need assistance in math, and English learners need to show improvement in ELA. MSA-1 reports having taken the following steps to address these specific areas of need: Power classes are implementing increased digital content for students, including Flex Literacy, Khan Academy, Flocabulary, NextGen Math and MobyMath. In addition, English classes provide students with opportunities to use Study Sync for ELD. Further, teachers receive ongoing professional development focused on areas of student need.</i></p>
<p>7. Local Control Accountability Plan (LCAP):</p>
<p>a. Board Approval/Timeliness of Submission:</p>
<p><i>The MPS Board approved the 2020-21 SPSA for MSA-1 during their meeting of December 10, 2020.</i></p>
<p>b. 2019-20 LCAP Update</p>
<p><i>Based upon the report provided in the Annual Update for the 2019-20 academic year of the schools progress toward meeting the goals as outlined in the school's LCAP.</i></p>
<p><u><i>Goals were met relating to the following areas:</i></u></p>
<ul style="list-style-type: none"> ▪ <i>Compliance with teacher assignments</i> ▪ <i>Chromebooks and hot spots provided to all students requiring assistance</i> ▪ <i>EL students were provided with designated and integrated ELD instruction</i> ▪ <i>Small group instruction is being provided to address the needs of SPED and EL students</i> ▪ <i>Saturday School and after school tutoring is provided for students</i> ▪ <i>Advanced placement and Advisory classes are offered for college readiness</i>
<p>c. Required Metrics addressed based on type of charter and services offered</p>
<p><i>No missing metrics or state priorities were noted.</i></p>
<p>d. Student Subgroups</p>
<p><i>MSA-1 has established annual goals for all significant subgroups.</i></p>

F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
<i>MSA-1 has recently completed the construction of its new high school building. That building is now fully operational. MSA-1 has also vacated the temporary campus facility (Amigo Campus). The LACOE Facilities Inspection Report shows zero findings or notices of correction.</i>	
2. The charter school maintains proper documentation related to student safety	
<i>Yes, MSA-1 maintains proper documentation related to student safety.</i>	
Summary	
<p><i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicate that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA-1 is fully enrolled, and the school has completed the construction of a new high school building. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i></p> <p><i>When the school was closed due to COVID-19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact and collaborate with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers taking a leadership role in presenting to colleagues.</i></p>	
Recommendations	
<i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>	
Report completed by LACOE Lead Reviewer	Approved by LACOE Charter School Office Administrator:
<u>David C. Downing</u> <small>David C. Downing (Oct 14, 2021 09:57 PDT)</small>	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
October 4, 2021	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference

INSTRUCTIONAL PROGRAM REVIEW 2020-21


Charter School:	Magnolia Science Academy-2 (Grades 6-12)	
Date of Visit(s):	November 19, 2020; May 13, 2021 (Virtual Visits)	
Enrollment:	Expected: 437	Actual: 468
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 has received Western Association of Schools and Colleges (WASC) accreditation through June 30, 2022. The core curriculum is based upon the UC/CSU A-G course requirements, and includes Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Studio Art.</i></p> <p><i>During the 2020-21 school year, MSA-2 continued the implementation of their instructional program through distance learning. Chromebooks and hotspots were provided to all students needing technology assistance in order to participate in the distance learning program. Virtual observations were conducted during the fall and spring semesters. Observations show teachers implementing virtual classroom instruction using multiple software programs and tools for student engagement. Of particular note was the attention to personal greeting and positive communication between students and teachers during classroom periods.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-2 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides one Academic Dean, one Assistant Principal, and one College/Career Counselor. In addition, support staff include a school psychologist and parent and community engagement coordinator. Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-2 teachers provide differentiated instructional experiences within the classroom for students. Students needing further assistance work with their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Approximately 75 students participated in the Saturday School Program during the year. Online courses are offered for those in need of credit recovery. Additionally, MSA-2 provided college courses (dual enrollment opportunities) to over 40 students. During the pandemic, MSA-2 launched small group in-person instruction and in-person summer school as well.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		

<p><i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>
<p><i>MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school fields competitive teams in STEAM related activities, including Vex Robotics and Drones. Additional opportunities include a JAVA Course offering and support for students wishing to pass the Oracle Certified Associate Exam (OCE).</i></p>
<p>6. The charter school has sought WASC accreditation.</p>
<p><i>MSA-2 is currently accredited through the WASC. Accreditation status is through June 30, 2022.</i></p>
<p>7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p>
<p><i>See the attached financial review provided by LACOE Business Advisory Services.</i></p>
<p>B. Services to Special Populations</p>
<p>1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.</p>
<p><i>Yes, MSA-2 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The reports also show zero delinquent IEPs, and zero students were owed services.</i></p>
<p>2. Students who are identified as eligible for special education are receiving services required by their IEPs.</p>
<p><i>In addition to the implementation of instruction and use of classroom and intervention curriculum, MSA-2 students receive service in Speech and Language, Occupational and Physical Therapy, Psychological services, and Counseling by certificated staff and MFT interns.</i></p>
<p>3. The charter school follows a process to identify and reclassify students who are English learners (ELs).</p>
<p><i>Yes, MSA-2 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners (EL). Data indicates that 71% of EL students are making progress toward English language proficiency, and the reclassification rate for 2020-21 was 14%.</i></p>
<p>C. Curricular Materials</p>
<p>1. The charter school uses state standards-based instructional materials.</p>
<p><i>MSA-2 uses California standards-based instructional materials.</i></p>
<p>2. The charter school uses instructional materials that address the specific needs of special education students.</p>
<p><i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-2 implements multiple programs for instructional differentiation at individual level including ALEKS, MyOn Reading, Flocabulary, Standards Plus, and Quill for grammar and writing.</i></p>
<p>3. The charter school uses instructional materials that address the specific needs of English learners.</p>
<p><i>Yes, MSA-2 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i></p>
<p>4. The charter school refrains from using faith-based instructional materials.</p>
<p><i>No faith-based instructional materials were observed during the fall or spring school visits.</i></p>

D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>MSA-2 staff are required to complete mandatory trainings using their online portal (Safe Schools). The school provided the LACOE Charter School Office (CSO) with a matrix of all professional development, including the dates for legally required trainings.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Further, MSA-2 participates in PBIS, ELD and Math training through LACOE, and has participants in the LACOE induction program for teachers and administrators. MSA-2 actively attends weekly all-charter meetings and professional development offered by the charter office.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-2 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of 2019-20, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-2 administration attended LACOE required meetings this school year, including weekly professional development through all-charter meetings. In addition, the school is currently participating in a LACOE PBIS training cohort.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-2 participates in required CAASPP testing, as evidenced by the previous years of test scores and testing schedules. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, MSA-2 continued to implement MAP testing and CAASPP IABs in order to evaluate student progress and achievement levels. CAASPP testing was provided to all students in grade 11.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<p>Schoolwide Student Academic Performance and Achievement <i>Effective July 1, 2020, the renewal criteria for charter schools changed and will now be based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p>CDE 2019 Renewal Data Release <i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-2 falls in the middle-performing performance category.</i></p> <p><i>Yes, data indicates that MSA-2 is on target at this time, to meet renewal requirements. A review of CAASPP data for all students in 2019 show a decline of 3.8 points in ELA and that the school maintained its point totals in math. According to the California dashboard, in ELA, English learners are scoring in</i></p>

<p><i>the Yellow zone, with Hispanic, SED and students with disabilities scoring in the Orange zone. Math scores indicate that students are scoring in the same zones for both ELA and math.</i></p> <p><i>When compared against resident schools, MSA-2 ranked 5th out of 9 resident schools in ELA, and 5th of 9 resident schools in math.</i></p>
<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-2 has completed and submitted a SARC for 2020-21 which is on file with the CDE, and submitted an annual report to LACOE in a timely manner. All measurable outcomes have been addressed, including goals for areas of deficiency.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information using Parent Square. In addition, every six weeks parents are provided a hard copy or electronic copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>
<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2020-21 school year, MSA-2 has continued the use of the Illuminate platform.</i></p>
<p>6. The charter school has implemented actions to address identified areas for improvement.</p>
<p><i>MSA-2 dashboard indicators show nothing in red at this time. Noted was improvement in special education achievement and reduction in chronic absenteeism rates.</i></p>
<p>7. Local Control Accountability Plan (LCAP):</p>
<p>a. Board Approval/Timeliness of Submission:</p>
<p><i>The MPS Board approved the 2020-21 SPSA for MSA-2 during their meeting of December 10, 2020.</i></p>
<p>b. 2019-20 LCAP Update</p>
<p><i>MSA-2 has a 100% graduation rate at this time. The school tracks individual student diploma requirements throughout their four years. In addition, students may recover any missing credit during summer or regular terms. Students may also take college courses to earn dual-enrollment credits and advance with their requirements. Students have an opportunity to graduate with a standard diploma, honors diploma or advanced diploma.</i></p> <p><i>MSA-2's suspension rate remains low. They continue to implement their Positive Behavior Intervention System to promote positive behavior and culture.</i></p> <p><i>The English learner progress is high, and students are supported through designated ELD classes and in core classes.</i></p> <p><i>MSA-2 students have shown significant improvement in math scores overall and for subgroups. Students continuously receive intervention support in regular classes. After school tutoring and Saturday school continue to be available to those students who need additional support.</i></p> <p><i>ELA scores have declined by 3.9 points. To support teachers and students, MSA-2 uses online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. In addition, teachers receive support to implement the Study Sync curriculum. Further,</i></p>

<p><i>MSA-2 intends to use interim assessments (IAB and ICA) for student practice and to monitor that data to improve and target instruction.</i></p>
<p>c. Required Metrics addressed based on type of charter and services offered</p> <p><i>No missing metrics or state priorities were noted.</i></p>
<p>d. Student Subgroups</p> <p><i>MSA-2 has provided annual goals and specific targets for all significant subgroups.</i></p>
<p>F. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p> <p><i>MSA-2 is located on the Birmingham High School campus and maintains a shared use agreement with Los Angeles Unified School District. MSA-2 staff are working toward approval and installation of a shade structure and installation of additional portable bungalows to complement their existing structures. Annual inspection documents indicate the need for restroom upgrades and ramps toward full Average Daily Attendance (ADA) compliance.</i></p>
<p>2. The charter school maintains proper documentation related to student safety</p> <p><i>Yes, MSA-2 maintains proper documentation related to student safety.</i></p>
<p>Summary</p> <p><i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. Observations of classroom sessions and professional development sessions show teachers providing instruction in their content areas and spending time interacting positively with students. In addition, MSA-2 staff continued to make multiple home visits and provide food drop off for families during the COVID-19 pandemic. MSA-2 staff were successful in establishing a successful online learning program and instructional model, and showed particular strength in implementing SEL and relationship building with students. MSA-2 has developed a plan for reopening in 2021-22, including a distance learning component for those families wishing to continue with that model.</i></p>
<p>Recommendations</p> <p><i>It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students. MSA-2 attended to previous recommendations successfully, and have provided a more robust and comprehensive offering of courses related to the specific focus of their charter petition.</i></p> <p><i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>

Report completed by LACOE Lead Reviewer: <u>David C. Downing</u> <small>David C. Downing (Oct 14, 2021 09:57 PDT)</small>	Approved by LACOE Charter School Office Administrator: 
David Downing, Coordinator III	Indra Ciccarelli, CSO Director II
Date report provided to the charter school: October 8, 2021	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference


INSTRUCTIONAL PROGRAM REVIEW 2020-21

Charter School:	Magnolia Science Academy-3 (Grades 6-12)	
Date of Visit(s):	November 17, 2020; May 24, 2021 (Virtual Visits)	
Enrollment:	Expected: 449	Actual: 421
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena, California. Two years later, MSA-3 moved to its current space collocating with Curtis Middle in Carson, California, under proposition 39. MSA-3 revolves around its science, technology, engineering, arts, and math (STEAM) and college-readiness environment built into its mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a wide range of elective courses including science explorers (engineering & science hybrid course), introduction to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training, and advanced math. Further, MSA-3 has established a partnership with Los Angeles Valley College, providing opportunity for dual enrollment and college credit.</i></p> <p><i>During the 2020-21 school year, MSA-3 continued the implementation of their instructional program through distance learning. Chromebooks and hotspots were provided to all students needing technology assistance for participation in the distance learning program. Virtual observations were conducted during the fall and spring semesters. Observations show teachers implementing virtual classroom instruction using multiple software programs and tools for student engagement.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-3 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, the MSA-3 administrative team includes the Principal, two Deans of Students, two Deans of Academics, and two College/Career Counselors. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-3 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. Further, after school tutoring is provided by Tutor Me, as is Saturday School for students requiring assistance.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		
<p><i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are provided a copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade.</i></p>		

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.
<i>Yes. MSA-3 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts/athletics and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. Further, the school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-3 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2022.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See attached document from LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-3 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload, with zero delinquent IEPs and zero students being owed services.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>Yes, MSA-3 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials.
<i>MSA-3 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-3 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>

D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>MSA-3 provided the Charter School Office (CSO) with a matrix of all required trainings which were conducted prior to the opening of the school year in August.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>MSA-3 holds professional development meetings each Monday with rotating foci, including climate and culture, PLCs, teacher collaboration, grade level meetings, model lesson presentation and other specific customized courses. In addition, teachers participate in trainings through LACOE (PBIS and MAS), conference attendance, and symposia conducted by MPS each fall and spring. During the past year, MSA-3 has provided extensive training and assistance for teachers around conducting online class instruction. Classroom observations have shown teacher growth over time, and implementation of multiple tools for enhancing online learning</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-3 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of the school year, staff credential lists were cross-checked with the school master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-3 administration attended LACOE required meetings this school year which consisted of weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-3 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2018-19 testing schedule. CAASPP testing was not conducted in 2019-20 per the California Department of Education (CDE) directives during the COVID-19 pandemic. During the 2020-21 school year, MSA-3 continued to assess students using MAP testing in ELA and math, ongoing reviews of student lexile levels, and CAASPP testing for students in grade 11.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<p><i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-3 has now been extended through June 30, 2024.</i></p> <p>School wide Student Academic Performance and Achievement <i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p>CDE Renewal Data Release <i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE,</i></p>

<p><i>MSA-3 falls in the middle-performing performance category.</i></p> <p>California Dashboard: CAASPP data for all students in 2018-19 in ELA shows that MSA-3, declined by 21.2 points. Subgroup data on the California Dashboard shows English learners in the Red zone, with SED, African-American and Hispanic students in the Orange category.</p> <p>CAASPP scores in math show that all students in the Orange zone, with a decline of 13.8 points. English learners and Students with Disabilities and African-American students were in the Red zone.</p> <p>When compared against resident schools in ELA, MSA-3 ranked 5th of 10 schools. In math, MSA-3 ranked 5th of 10 schools overall.</p>	
3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.	<p><i>MSA-3 has completed and submitted a SARC for 2020-21 to LACOE. The SARC is also on file with the California State Board of Education website.</i></p>
4. Student achievement data is regularly reported to parents and staff.	<p><i>The school's website provides a portal for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are provided a copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. MSA-3 uses Parent Square as a portal. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.	<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and specific instructional planning.</i></p>
6. The charter school has implemented actions to address identified areas for improvement.	<p><i>Yes, MSA-3 has established a system for ongoing data analysis followed by intervention and examination of interventions and their level of success. Actions have been planned for and implemented to address identified areas for improvement.</i></p>
7. Local Control Accountability Plan (LCAP):	
a. Board Approval/Timeliness of Submission:	<p><i>The MPS Board approved the 2020-21 SPSA for MSA-3 during their meeting of December 10, 2020.</i></p>
b. 2019-20 LCAP Update	<p><i>Based upon the report provided in the Annual Update for the 2019-20 academic year of the schools progress toward meeting the goals as outlined in the school's LCAP.</i></p> <p><u>Goals were met relating to the following areas:</u></p> <ul style="list-style-type: none"> • <i>Compliance with teacher assignments</i> • <i>Chromebooks and hot spots provided to all students requiring assistance</i> • <i>Students were provided with intervention classes, Zoom tutorials and Saturday School</i> • <i>Special Education Staff offered extended support for students with IEPs</i> • <i>100% graduation rate</i> • <i>Additional AP course provided for students</i>
c. Required Metrics addressed based on type of charter and services offered	

<i>No missing metrics or state priorities were noted.</i>	
d. Student Subgroups	
<i>MSA-3 has provided annual goals and specific targets for all significant subgroups.</i>	
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
<i>No findings were noted on the LACOE facilities inspection report. MSA-3 is co-located on the Los Angeles Unified School District campus of Curtis Middle School.</i>	
2. The charter school maintains proper documentation related to student safety	
<i>Campus visits indicate that MSA-3 maintains proper documentation related to student safety.</i>	
Summary	
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-3 enrollment exceeds projected growth. Noted in data reported in the school's LCAP and on the California Dashboard, student groups have experienced declines in both ELA and Math. Throughout the school closure period this year, MSA-3 operationalized a program of study through distance learning for students.</i></p> <p><i>When the school was closed due to COVID-19, staff successfully implemented a system for online instruction. Class session visits show attention to lesson development and delivery, opportunities for students to interact and collaborate with classmates, and teacher attention to SEL and positive interaction with their students. Faculty meeting observation show teachers and administrators taking a leadership role in presenting to colleagues.</i></p>	
Recommendations	
<p><i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
<p><u>David C. Downing</u> <small>David C. Downing (Oct 14, 2021 09:57 PDT)</small></p>	
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
October 8, 2021	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference

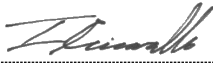
INSTRUCTIONAL PROGRAM REVIEW 2020-21

Charter School:	Magnolia Science Academy-5 (Grades 6-12)	
Date of Visit(s):	November 16, 2020; May 18, 2021 (Virtual Visits)	
Enrollment:	Expected: 448	Actual: 289
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.</i></p> <p><i>During the 2020-21 school year, MSA-5 continued the implementation of their instructional program through distance learning. Chromebooks and hotspots were provided to all students needing technology assistance in order to participate in the distance learning program. Virtual observations were conducted during the fall and spring semesters. Observations show teachers implementing virtual classroom instruction using multiple software programs and tools for student engagement. Of particular note was the attention to personal connection and communication between students and teachers during classroom periods.</i></p> <p><i>MSA-5 has been co-located on the campus of Reseda Senior High School since 2015. On April 21, 2021, the Los Angeles Unified School District (LAUSD) issued a final Proposition 39 offer of facilities for MSA-5 which would move MSA-5 from Reseda Senior High School to Chatsworth Charter High School, approximately eight miles away. In order to maintain the stability of its student population, MSA-5 will relocate to 18238 Sherman Way in Reseda, the location of MSA-1, another Los Angeles County Board authorized charter school.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>Credentialed instructors appropriately staff MSA-5 at this time, and the school maintains a student to teacher ratio of 25 to 1 or fewer in each classroom. Beyond the regular teaching staff, MSA-5 provides an Assistant Principal, a Dean of Students, an EL Coordinator, SPED Coordinator, School Psychologist and Academic Counselor. Instruction for students with disabilities are provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>MSA-5 provides students a number of supports including power classes, after school tutoring, Saturday School, small group, and 1 on 1 tutoring with staff. The school also provides teaching staff with professional development opportunities around SEL, PBIS, MTSS, online learning, differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p>		

<p><i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Student enrollment forms for college classes include information on A-G requirements and college credit. In addition, MSA-5 is using Parent Square as an online parent portal to enable parental access to their student's information.</i></p>
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>
<p><i>MSA-5 operates in the San Fernando Valley as an alternative high-achieving school. MSA-5 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, MSA-5 provides opportunities for students to create STEAM focused projects, experiments, and models. Students participate in the annual Magnolia STEAM Expo and county-wide science fairs as well. At this time, teachers are continuing to provide high quality distance learning using the proposed curricula and specific instructional strategies implemented at the onset of the coronavirus pandemic, and based upon the guidelines of the Los Angeles County Department of Public Health.</i></p>
<p>6. The charter school has sought WASC accreditation.</p>
<p><i>MSA-5 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2022.</i></p>
<p>7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p>
<p><i>See attached document from LACOE Business Advisory Services.</i></p>
<p>B. Services to Special Populations</p>
<p>1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.</p>
<p><i>Yes, MSA-5 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate number of students per teacher on each caseload and indicate zero overdue IEPs and no student being owed services.</i></p>
<p>2. Students who are identified as eligible for special education are receiving services required by their IEPs.</p>
<p><i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE, and occupational therapy.</i></p>
<p>3. The charter school follows a process to identify and reclassify students who are English learners (ELs).</p>
<p><i>Yes, MSA-5 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners.</i></p>
<p>C. Curricular Materials</p>
<p>1. The charter school uses state standards-based instructional materials.</p>
<p><i>MSA-5 uses California standards-based instructional materials.</i></p>
<p>2. The charter school uses instructional materials that address the specific needs of special education students.</p>
<p><i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i></p>
<p>3. The charter school uses instructional materials that address the specific needs of English learners.</p>
<p><i>Yes, MSA-5 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i></p>

4. The charter school refrains from using faith-based instructional materials. <i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings. <i>The school provided the Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff, including legally required trainings and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. <i>All MSA-5 staff attend weekly professional development meetings that take place each Tuesday. These meetings are led by the school's leadership with topics including special education, English learners, student achievement, discipline/behavior, school safety, SEL, MTSS, distance learning, online teaching, student engagement, and culturally responsive teaching. Department staff development meetings are held on a biweekly basis and grade level teams meet once each month.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations. <i>MSA-5 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers. <i>During both the first and second semester of 2019-20, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE. <i>MSA-5 administration attended LACOE required meetings this school year which consisted of weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training, EL coordinator training, CCSS Webinars, LCAP, TEAL training support for students with disabilities, and MTSS.</i>
E. Ongoing Assessment
1. The charter school participates in CAASPP testing as required for all K-12 schools in California. <i>MSA-5 participates in required CAASPP testing, as evidenced by previously reported test scores and testing schedules. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, based upon waiver flexibilities afforded to LEAs, the school elected to administer NWEA for all grades and administered the CAASPP test only for students in grade 11.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607. <i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-5 has now been extended through June 30, 2025.</i> Schoolwide Student Academic Performance and Achievement <i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i>

<p>CDE Renewal Data Release <i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-5 falls in the middle-performing performance category.</i></p> <p><i>The most recent data indicates that MSA-5 is on target to meet renewal requirements. A review of CAASPP data for all students shows an increase of 22.1 points in ELA and an increase of 56.3 points in math. In ELA, English learners scores increased by 27.6, Hispanic student scores increased by 27.1, and SED student scores increased by 25 points. Math scores also increased for all groups. English learners increased by 75.9 points, Hispanic students increased by 62.2 points, and SED student scores increased by 61.9 points.</i></p> <p>Resident Schools: <i>When compared against resident schools in ELA, MSA-5 ranked 1st out of 4 schools. In math, MSA-5 also ranked 1st out of 4 schools.</i></p>	
3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.	<i>MSA-5 has completed and submitted a SARC for 2020-21. The SARC is also on file with the California State Board of Education website.</i>
4. Student achievement data is regularly reported to parents and staff.	<i>The school's website provides a portal for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are provided a copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i>
5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.	<i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning. During the 2020-21 school year, MSA-5 used the Illuminate platform.</i>
6. The charter school has implemented actions to address identified areas for improvement.	<i>Yes, MSA-5 has established a system for ongoing data analysis followed by intervention and examination of interventions and their level of success. Actions have been planned for and implemented to address identified areas for improvement.</i>
7. Local Control Accountability Plan (LCAP):	
a. Board Approval/Timeliness of Submission:	<i>The MPS Board approved the SPSA at their regular board meeting of December 10, 2020. All documents were submitted to LACOE in a timely manner.</i>
b. 2019-20 LCAP Update	<i>Based upon the report provided in the Annual Update for the 2019-20 academic year of the schools progress toward meeting the goals as outlined in the school's LCAP.</i> <i>Goals were met relating to the following areas:</i> <ul style="list-style-type: none"> ▪ 100% Compliance with teacher assignments and instructional materials ▪ Chromebooks and hot spots provided to all students requiring assistance ▪ EL students were provided with designated and integrated ELD instruction

<ul style="list-style-type: none"> ▪ <i>Interventions are offered during the school day, during after school hours and through Saturday School.</i> ▪ <i>AP classes and dual enrollment opportunities are provided to ensure college readiness.</i> ▪ <i>Parent engagement is facilitated through School Site council, ELAC, PTF, home visits, Parent College, stakeholder surveys.</i> 	
<p>c. Required Metrics addressed based on type of charter and services offered</p> <p><i>No missing metrics or state priorities were noted.</i></p>	
<p>d. Student Subgroups</p> <p><i>MSA-5 has provided annual goals and specific targets for all significant subgroups.</i></p>	
<p>F. Facilities and Operations</p>	
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p> <p><i>MSA-5 has been a co-located campus in partnership with LAUSD. For the 2021-22 school year, MSA-5 will operate alongside MSA-1 at 18238 Sherman Way in Reseda. MSA-5 works to maintain a clean and safe campus area for students.</i></p>	
<p>2. The charter school maintains proper documentation related to student safety</p> <p><i>Yes, MSA-5 maintains proper documentation related to student safety.</i></p>	
<p>Summary</p> <p><i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. At this time, MSA-5 enrollment exceeds projected growth. Throughout the school closure period this year and last, MSA-5 continued to offer a program of study through distance learning for students. Observations of online classroom sessions show teachers providing instruction in their content areas and spending time interacting positively with students. MSA-5 has established a plan for the opening of school for the 2021-22 school year, based upon current guidance from the Los Angeles County Department of Public Health.</i></p>	
<p>Recommendations</p> <p><i>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish Career Technical Education courses and related pathways.</i></p> <p><i>In addition, school leadership should continue to closely monitor progress on Measurable Pupil Outcomes (MPOs) and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its MPOs, and that all groups of students are demonstrating academic progress.</i></p>	
<p>Report completed by LACOE Lead Reviewer:</p> <p><u><i>David C. Downing</i></u> David C. Downing (Oct 14, 2021 09:57 PDT)</p> <p>David Downing, Coordinator III</p>	<p>Approved by LACOE Charter School Office Administrator:</p> <p> Indra Ciccarelli, Director II</p>

Date report provided to the charter school: October 6, 2021	Report provided to charter school via: <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference
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