



Board Agenda Item #	III B: Information/Discussion Item
Date:	May 26, 2022
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 or folders. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

2021-22 Oversight Visits

To date, all ten of our MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2021-22:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	No	11/17/21; 3/2/22
MSA-2	LACOE	No	10/8/21; 3/21/22
MSA-3	LACOE	Yes	12/7/21; 5/10/22
MSA-4	LAUSD	Yes	3/2/22
MSA-5	LACOE	No	11/17/21; 3/2/22
MSA-6	LAUSD	Yes	3/3/22
MSA-7	LAUSD	Yes	3/15/22
MSA-Bell	LAUSD	Yes	3/9/22
MSA-San Diego	SDUSD	Yes	5/6/22

MSA-Santa Ana	SBE	Yes	4/26/22; 4/27/22
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Oversight Visit Reports

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

LAUSD:

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

<u>Authorizer Oversight Visit Reports</u>	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2021-22				
MSA-4	4	-	3	3
MSA-6	4	-	3	3
MSA-7	4	-	4	3
MSA-BELL	4	-	4	3
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

CDE: We had a successful oversight visit by the CDE on April 26-27, 2022 and received a letter that the school was in compliance with the charter petition and the MOU.

“Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSASA is in compliance with the MSASA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSASA.”

SDUSD: The visit took place on May 6, 2022, and we are waiting for the oversight visit report.

LACOE: LACOE has visited all four of our schools, and we are waiting for the oversight visit reports.

Summary / Recommendations from Oversight Visit Reports

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

GOVERNANCE

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

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.</p> <p>G2: The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.</p> <ul style="list-style-type: none"> • The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website. <p>G4: The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</p> <ul style="list-style-type: none"> • As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis. • During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p>	
<p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

Summary of School Performance:

Note: Signed by Governor Newsom on October 3, 2010, Assembly Bill No. 1505 imposes a three-tiered charter renewal process based on the California School Dashboard color indexes. Charter schools are now evaluated with new criteria for renewal: the multiple measures of performance on the color-coded California School Dashboard. These measures include standardized test scores, suspension rates and students' readiness for college and careers.

Prior to AB 1505, LAUSD's oversight protocols included analyzing and comparing student achievement data as measured by CAASPP in ELA and Math - including all numerically significant student groups- with what called comparable students (a list of predetermined schools reflecting similar demographics and conditions). With the passage of AB 1505, LAUSD compares all authorized schools' data (school-wide and for each numerically significant student group served) with the State averages as opposed to the averages from comparable students' data. Since the state law suspended the reporting of state indicators on the 2021 Dashboard, LAUSD assigned NO RATING for the Student Achievement and Educational Performance category for 2021-22.

MSA-4:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC’s reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 0%, compared to the state average of 10.1% Rate of “LTEL” is 19.7%, compared to the state average of 17.1%</p>	

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2020-2021 (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</p> <p><input checked="" type="checkbox"/> The school did not reclassify any of its English Learners</p> <p><input type="checkbox"/> Not Available - The school did not have any English Learners</p> <p><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Reclassification report (CDE)</p> <p><input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1)</p> <p><input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</p> <p><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within “Notes” section above) (B2.4)</p> <p><input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average</p> <p><input type="checkbox"/> Higher</p> <p><input type="checkbox"/> Same</p> <p><input checked="" type="checkbox"/> Lower</p> <p>(Additional info within “Notes” section above)</p> <p><input checked="" type="checkbox"/> Rate of “LTELS” in comparison to the state average</p> <p><input checked="" type="checkbox"/> Higher</p> <p><input type="checkbox"/> Same</p> <p><input type="checkbox"/> Lower</p> <p>(Additional info within “Notes” section above)</p>

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

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

Academic Benchmarks and status:

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.

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

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input checked="" type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels (9th, 10th, and 11th), showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores. The overall Conditional Growth Index (CGI) score schoolwide in Math was 2.66 and in Reading was 2.56. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The results of the Spring 2021 indicate growth across all subgroups in both Math and Reading. 70% of English Language Learners met their subgroup projection in Math and 77.8% met it in Reading. 74.2% of Socioeconomically Disadvantaged students met their subgroup growth projection in Math and 75% met it in Reading. 76.2% of Students with Disabilities met their subgroup growth project in Math and 68.2% met it in Reading. 71.4% of Latino students met their subgroup growth projections in Math and 79.3% met it in Reading.

Post-Secondary Outcomes:

MSA4 also tracks postsecondary outcome via FAFSA/CA Dream Act completion rates. Per the National Student Clearinghouse (effective November 29, 2021), an average of 86% of students returned for the second year of college enrollment.

Per DataQuest College-Going Rate from the CDE, MSA4’s college going rate is 60%, compared to LAUSD at 53.8%, and the state at 64.4%.

MSA-6:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
California Department of Education's (CDE) Charter School's Performance Category		Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>		
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>**PLEASE SEE NOTES SECTION**</p>		
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC's reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p>		
<p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>		
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 1.9%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 33.7%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> Overall score of 4 on the ELPAC NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification. Parent Consultation 		

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

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

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

By the end of the 2020-2021 school year, 60% of the students met their growth targets for Math and 61.6% in ELA. The overall Conditional Growth Index (CGI) score schoolwide in Math was 1.62 and in Reading was 0.80. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The subgroups – English Learners, Latino, African-American, Socioeconomically Disadvantaged, and Students with Disabilities showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores.

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

N/A

MSA-7:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, MSA7’s reclassification rate was 1.1% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 16.8%, compared to the state average of 10.1% Rate of “LTEL” is 0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> Overall score of 4 on the ELPAC NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments 	

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

<p>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</p> <ul style="list-style-type: none"> English Learner reclassification rate for 2020-2021 (CDE) 	
Rubric	Sources of Evidence
<p style="text-align: center;">Performance</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</p> <p><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</p> <p><input type="checkbox"/> The school did not reclassify any of its English Learners</p> <p><input type="checkbox"/> Not Available - The school did not have any English Learners</p> <p><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Reclassification report (CDE)</p> <p><input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1)</p> <p><input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</p> <p><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within “Notes” section above) (B2.4)</p> <p><input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Higher</p> <p style="margin-left: 20px;"><input type="checkbox"/> Same</p> <p style="margin-left: 20px;"><input type="checkbox"/> Lower</p> <p>(Additional info within “Notes” section above)</p> <p><input checked="" type="checkbox"/> Rate of “LTELS” in comparison to the state average</p> <p style="margin-left: 20px;"><input type="checkbox"/> Higher</p> <p style="margin-left: 20px;"><input type="checkbox"/> Same</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Lower</p> <p>(Additional info within “Notes” section above)</p>

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion... equal to similar peers." The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes: Per school leadership:

MAP Reading Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of -2.84 and 35% of students meeting or exceeding their growth targets. 14 students missed their growth targets by 3 or less.

MAP Math Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of -1.24 and 38% of students meeting or exceeding their growth targets. 31 students missed their growth targets by 3 or less.

"When looking at our current data for our Subgroups from Fall 2021-Winter 2022, our English Language Learners (ELL) population showed growth of 1% from the Fall 2020-Fall 2021 at 32% of them met or exceeded their growth target in ELA and a growth of 34% from the Fall 2020-Fall 2021 at 44% met or exceeded their growth target in Math. Our Students with Disability (SWD) population showed growth of 6.7% from the Fall 2020-Fall 2021 at 40% of them met or exceeded their growth target in ELA and a growth of 38.7% from the Fall 2020-Fall 2021 at 47% met or exceeded their growth target in Math. Our Hispanic population showed growth of 17.1% from the Fall 2020-Fall 2021 at 39% met or exceeded their growth target in Math."

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

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.

MSA-BELL:

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
California Department of Education's (CDE) Charter School's Performance Category		Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>		
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A11: The school reclassifies English Learners at a rate similar to the state average.</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC's reclassification rate was 6.3% for the 2020-2021 school year, compared to the state at 6.9%. <p>**PLEASE SEE NOTES SECTION**</p>		
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>**PLEASE SEE NOTES SECTION**</p>		
<p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>		
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of "At Risk" ELs is 1.6%, compared to the state average of 10.1%</p> <p>Rate of "LTEL" is 19.0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p>		

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
<ul style="list-style-type: none"> English Learner reclassification rate for 2020-2021 (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</p> <p><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</p> <p><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</p> <p><input type="checkbox"/> The school did not reclassify any of its English Learners</p> <p><input type="checkbox"/> Not Available - The school did not have any English Learners</p> <p><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> Reclassification report (CDE)</p> <p><input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1)</p> <p><input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3)</p> <p><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)</p> <p><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average</p> <p><input type="checkbox"/> Higher</p> <p><input type="checkbox"/> Same</p> <p><input checked="" type="checkbox"/> Lower</p> <p>(Additional info within "Notes" section above)</p> <p><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average</p> <p><input checked="" type="checkbox"/> Higher</p> <p><input type="checkbox"/> Same</p> <p><input type="checkbox"/> Lower</p> <p>(Additional info within "Notes" section above)</p>

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No
The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores and observed growth. Spring 2021 shows growth across nearly all student groups in math and reading according to the NWEA student growth summary reports. In particular, 57.1% of English Language Learner (ELL) students met their subgroup growth projection in math and 40.8% met their subgroup growth project in reading. In addition, 47.2% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 50.6% met their subgroup growth projection in reading. Further, 42.5% of Special Education (SPED) students met their subgroup growth projection in math and 29.3% met their subgroup growth projection in reading. In addition, 47.1% of Hispanic students met their subgroup growth projection in math and 50.5% met their subgroup growth projection in reading.

A Conditional Growth Index (CGI) of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. The CGI, schoolwide for students in Math was -0.18 and -0.90 in Reading.

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

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

1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Status: **In Progress: No update due to lack of 2020-2021 SBAC testing.**
2. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in Math as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Status: **In Progress: No update due to lack of 2020-2021 SBAC testing.**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS

Summary of School Performance:

MSA-4:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none"> • As evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership: <ul style="list-style-type: none"> ○ School continues to utilize StudySync curriculum for ELA and Math ○ 100% of the Class of 2022 have completed the UC/CSU requirements ○ 100% of the Class of 2022 have been accepted into a 4-year college ○ At the time of the oversight, 26 seniors were on track to receive a MPS diploma meeting UC/CSU requirements ○ 87% of seniors who attended MSA 4 during the 2020-2021 school year, are attending a 4 and 2-year college (70% are at a 4 year college and 17% are at a 2-year college) ○ During classroom observations, students were observed being engaged in instructional activities via presentations and working in pairs, and teachers were checking for understanding ○ Students enroll in lower division courses and earn college credits through community colleges. 54% of students enrolled in at least one college course during the Fall of 2021 and 15% of students passed the college course. ○ The school has a Intersegmental General Education Transfer Curriculum (IGETC) pathway. IGETC is a series of courses that California community college students can complete to satisfy most freshman/sophomore-level general education requirements before transferring to a UC. MSA-4 9th grade students are following the IGETC pathway through LA Valley College, which will allow them to earn an AA degree by the time they graduation from high school. Students will need a total of 37 IGETC general education units. Some of the courses offered are the following: Cinema 107, Soc 101, AFRO AM 02, Chicano 008, ECON 001, and ANTHRO 101. ○ Independent Studies (IS) is being offered for students using Edgenuity. At the time of the oversight visit, about 16% of the student enrollment was attending IS. <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> • Per school leadership and as evidenced in Binder 3 and responses to guiding questions: <ul style="list-style-type: none"> ○ Based on IAB Math and ELA test results, 42.11% and 47.73%, respectively, met the IAB standards ○ The myON online platform continues to be utilized to provide academic support in the area of reading across multiple content areas. It tracks students’ growth in their Lexile levels and is utilized during learning lab, ELD, and advisory classes. Students Lexile levels increased by 144.8L. ○ 11th grade students took the CAASPP in the Spring of 2021. 12% of 11th grade students met or exceeded standards in Math. In ELA, 46% of 11th grade students met or exceeded standards. ○ Per DataQuest, the school had a total of 12 English Learners. Per school leadership, two of those students scored at a level of 4 on the ELPAC and became eligible for reclassification. Per school’s report, 53.8% of EL students are making progress towards English language proficiency (2021) ○ The school began utilizing IXL platform during this school year to support ELA and Math instruction. Students are using the platform during Saturday School, study hour, and at home. 	

- Online platforms continue to be utilized to support students who are performing below grade level. Some of the platforms include ALEKS, Nearpod, Flocabulary, and Labster.
- Tiered interventions for all students, including EL students, are created in collaboration with teachers and MPS staff.

O5: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.

- The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.

Areas Noted for Further Growth and/or Improvement

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

- Percentage of students with a grade of "C" or better – Baseline: 82%; Goal 90%
- CAASPP- Math assessment – Baseline 12%; Goal 20%
- CAASPP – ELA assessment – Baseline: 46%; Goals 50%
- AP Passing Rate – Baseline: 18%; Goals 30%
- Student Suspension Rate – Baseline: 2.3%; Goal: 0%
- Dual Enrollment Passing Rate – Baseline: 15%; Goal: 70%
- Increase the Enrollment – Goal: 40 students

Corrective Action Required

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

Notes: None

MSA-6:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O3: The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served.</p> <ul style="list-style-type: none">As evidenced by information in Binder 3, responses to guiding questions, and classroom observations:<ul style="list-style-type: none">The school continues to implement MyMath, StudySync (which also has an ELD component), and Inspire Science. Additionally, teachers continue to use platforms that were used during distance learning like Padlet, Peardeck, Screencastify, and Google ClassroomCurriculum maps are used to show ongoing implementation of standards-based instruction.During classroom visits, teachers were observed using checking for understanding techniques and the use of technology was being utilized via Chromebooks (platforms such as Google Classroom, Peardeck, and IXL Math were observed being used). <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none">Per school leadership, MyON continues to be utilized as a reading supplement each day and students have shown growth in their reading capability (average Lexile Growth per student is +164.7L). Additionally, IXL Math continues to be utilized.Zones of Regular curriculum is also being used to incorporate Social Emotional Learning (SEL) lessonsTutorMe, is a pilot program and service being used for the purpose of online one on one tutoring.MSA6 was able to conduct 10 Saturday school sessions in the Fall semester and anticipates doing the same for the Spring semester. <p>O5: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.</p> <ul style="list-style-type: none">The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP's promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.Per Welligent 300 report, at the time of the oversight visit, MSA6 had 14 out of 19 service records in Tier 1 <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>Per school leadership, there is a need for a Math and/or Science teacher, a paraprofessional aide, and a staff member to lead activities are that are greatly needed, such as after-school engagement. Additionally, students will need a new set of Chromebooks for the next school year due to many of the current Chromebooks have missing parts, damages or problems that make them difficult to use.</p>	

Lastly, school leadership noted that there is a need to improve parent and community engagement. NOTE: the 2021-2022 is the first year that MSA-6 was co-located at Pio Pico Middle School. While MSA-6 and Pio Pico respective school leaders collaborate well, per MSA-6 leadership, there is a need to continue establishing a relationship with the Pio Pico community.

Corrective Action Required

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

Notes: None

***NOTE:**

- A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.
- A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.

MSA-7:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

O3: The school continues to have a fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced in Binder 3, responses to guiding questions, and classroom observations:

- During classroom observations, students were observed utilizing Quizzes, IXL, MyMath, visual aids, and ELD building blocks
- Curriculum maps for each grade level and sample lesson plans were shared in the Binder 3
- Evidence of cross curricular integration with a STEAM focus in all classrooms
- Continued use of programs purchased during Distance Learning such as MyOn & AR; Vocabulary & Spelling City; Mystery Science; and Standards Plus

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

- Implementation of Guided Math and ELD Intervention Block programs are now being fully implemented due to students now being instructed in-person
- Hired an additional full-time ELD aide to support the ELLs and ELD program; additional RSP teacher to support students with disabilities; a part-time intervention teacher to provide data informed targeted intervention; full-time psychologist; and an IT Manager to support increased technology needs
- GATE program has been developed for identified students
- Independent Studies program, serving 6 students at the time of the oversight visit
- Saturday Learning Academy for Math and ELA using Standards Plus curriculum

O6: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School leadership shared the following:

- Hired a Parent and Community Engagement (PACE) Coordinator to support parent engagement, community partnerships, enrollment efforts, and school-wide event planning
- Continued use of Zones of Regulation SEL program, which includes daily lessons and activities to help students recognize emotions
- Educational Partner Survey Results for the 2020-2021 school year revealed the following:
 - Students – Participation = 92%; Approval Rates = 81%
 - Families – Participation = 65%; Approval Rates = 99%
 - Staff – Participation = 100%; Approval Rates = 97%
- Counseling provided to students at no cost through Mitchell Family Clinic
- A continued partnership with The Chicago School of Psychology to provide tutoring, counseling, parent workshops, and family therapy

Areas Noted for Further Growth and/or Improvement

School leadership shared some “Grows.” Some include the following:

- Low proficiency levels for ELL students

- Addressing student needs to acquire foundational reading, writing, and math skills

School leadership shared “Priorities” for this school year. Some included the following:

- Students Achievement: Addressing academic needs of student in relation to learning loss as a result of remote learning through differentiated instruction.
- Instruction: Return to implementation of Guided Math Program and ELA/ELD Block schedule
- Enrollment: this year’s enrollment is lower than usual; school is working hard to focus on 2022-23 enrollment efforts to ensure higher numbers
- Staffing: complete filling the remaining open positions
- Facilities: need more space for all the student support staff and programs that have been added

Corrective Action Required

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

Notes:

None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*

MSA-BELL:

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

O3: The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. School leadership shared the following:

- The school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe.
- Curriculum maps for each core subject (ELA, History, Math, and Science)
- Personalized blended learning education through the Summit Learning Platform.
- Continued use of online platforms such as Google Classroom, Clever, and Quizizz.
- Key features include project-based learning using a constructivist approach; elective courses that emphasize STEAM education; Spanish, Music, Art, Study Skills, and New Media course
- At the time of the oversight, the school had 32 students in Independent Studies program and of those students, 5 are Students with Disabilities.

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

- School administers Interim Assessment Blocks (IABs) throughout the school year to assess student learning and inform instruction
- Additional para-professionals and ELD aides were hired to support the highest need students
- School continues to utilize the myON online platform to track student Lexile levels. Accelerated Reader (AR) also continues to be utilized.
- MSA Bell began utilizing the IXL platform during this school year to support ELA and Math instruction. Students are using this platform during CORE classes, Saturday School, Power Classes and at their homes.

- **O6:** The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. In an effort to provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive, school leadership shared the following:
 - Staff support students by utilizing the Zones of Regulation curriculum to teach self-regulation strategies during advisory periods. Additionally, some of the topics discussed with students via the therapist interns include the following: Navigating Unfamiliar Situations, Joy, and Challenging Negative Thoughts.
 - Staff has conducted virtual home visits and phone call check-ins in an effort to support families related to SEL
 - For cases that involve higher level SEL care, the school works with Care Solace, an outside agency that provides mental health services to staff, students and families.

O7: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. School leadership shared the following:

- In an effort to assess professional development needs, school leadership regularly surveys the staff related to professional development needs. Based on the analyses of the surveys, LCAP, and WASC plans, the school determines the upcoming common staff development days, and tailors staff development

by focusing on individual staff member's needs. Some of the MPS-wide professional development activities for this school year include Culturally Relevant Teacher, Multi-tiered Systems of Support, and Social Emotional Learning (SEL) and wellbeing.

Areas Noted for Further Growth and/or Improvement

School leadership highlighted some "Grows" and 2022-2023 Priorities:

Grows:

- Attendance Rate
- Enrollment Numbers
- Closing achievement gap (SBAC/MAP Data)
- Successful implementation of MTSS
- Teacher/Staff retention
- More STEAM electives and programs
- Parent Outreach: Increased Parent Engagement
- Independent Studies Program (Virtual Learning)
- Supporting students' SEL needs
- Continue to take care of each other

2022-2023 Priorities:

- Closing the achievement gap
 - Reading at grade level
 - Algebra 1 Ready by 8th Grade
- Hitting our enrollment target for next year
 - 400-420 students 2022-2023
- Increased involvement in the community
- Teacher retention and staff
- School Culture!

Corrective Action Required

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

FISCAL OPERATIONS

Summary of School Performance:

MSA-4:

FISCAL OPERATIONS						RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.						3
<p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 4’s fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,221,947 and net income of \$313,658. The 2021-2022 First Interim projected positive net assets of \$1,306,864 and net income of \$84,917.</p> <p>According to MERF’s independent audit report dated June 30, 2021, MSA 4 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 4 pays annual management fees of \$42,740.38 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p>						
Areas of Demonstrated Strength and/or Progress:						
1. The school’s fiscal condition is positive.						
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	
Net Assets	\$1,470,514	\$1,322,729	\$908,289	\$1,221,947	\$1,306,864	
Net Income/Loss	\$440,355	(\$147,785)*	(\$414,439)**	\$313,658	\$84,917	

Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

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

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF's Financial Policies and Procedures Manual FY 2021-22. Any areas noted for further growth and/or improvement relating to MERF's and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors (Recurring Issue):

Based on the CSD's review of the four LAUSD-authorized MERF schools' check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD's 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00

				Total	\$525.21
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In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

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

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

1. Declining Students Enrollment:

The school’s reported Norm Enrollment was 176, 176, 131, 101, and 110 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count has been trending downwards with the school reporting losses of 45 and 30 during Fiscal Years 2019-2020 and 2020-2021, respectively. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 110 students, which is 250 students (or approximately 64%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 305 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1st Interim Financials.

Magnolia Science Academy 4’s Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6th	4	12	10	0	0
7th	19	9	14	0	0
8th	24	19	9	0	0
9th	33	36	28	25	35
10th	27	33	27	27	22
11th	44	23	24	26	27
12th	25	44	19	23	26

Total Enrollment	176	176	131	101	110
Increase/(Decrease) in Enrollment from Prior Year	(15)	0	(45)	(30)	9

In response to the CSD’s observations above, MERF’s CFO stated: “MSA 4 enrollment numbers for the upcoming 2022-2023 school year are projected at 120-131 students. There is a significant amount of collaboration that takes place between Magnolia Public Schools (MPS) staff and the community in order to meet the target enrollment numbers that have been noted. MPS hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Parent and Community Engagement (PACE) Coordinator to serve as a liaison between families and the learning community. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over, 25 [twenty-five] 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years.” The CSD will continue to monitor the school’s student enrollment through oversight.

2. Checks Outstanding for Over 100 Days:

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

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

Corrective Action Required:

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

MSA-4:

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

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, during the 2018-2023 charter term (which has been extended to June 30, 2025 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 4 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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

To date, MSA 4 has complied with the benchmarks cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmarks above through the remainder of the school's charter term.

MSA-6:

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term (which has been extended to June 30, 2026 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 6 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA 6 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.

MSA-7:

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term (which has been extended to June 30, 2026, pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 7 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA 7 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.

MSA-BELL:

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

N/A

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-4, 6, 7, and Bell
- Letter of Compliance from the SBE



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 4 - 8011

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



Charter School Name:		Magnolia Science Academy 4 (MSA4)			Location Code:	8011
Current Address:		City:	ZIP Code:	Phone:	Fax:	
1330 W. Graham Place B-9		Los Angeles	90064	310-473-2464	310-473-2416	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:		
July 1, 2018 to June 30, 2025			4	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-250		
110	360					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-69.44%		
9-12	6-12					
Norm Enrollment Number:		110				
Total Number of Staff Members:	19	Certificated:	10	Classified:	9	
Charter School's Leadership Team Members:		Musa Avsar, Principal; Kamil Veli, Asst. Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Kati Mann, ELA/ELD Program Coordinator				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services		SELPA & Option:	3	
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Betty Chong		
Other School/CSD Team Members:	N/A					
Oversight Visit Date(s):	March 2, 2022		Fiscal Review Date (if different):	January 28, 2022		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Webster Middle School		
			Date of Co-Location meeting with Operations Team:	May 26, 2021		

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: <small>(if a TCO, please note expiration date)</small>	N/A	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A
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SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.

G2: The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.

- The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.

G4: The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)

- As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.
- During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

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



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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

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



G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

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



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION - QUALITY INDICATOR #5

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the prior two independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 		
<p style="text-align: center;">Rubric</p>		<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC’s reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 0%, compared to the state average of 10.1% Rate of “LTEL” is 19.7%, compared to the state average of 17.1%</p>	



Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

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

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



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

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



A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input checked="" type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)



A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress by NWEA (ELA)	9, 10, 11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter (as needed), and Spring
2. Measures of Academic Progress by NWEA (Math)	9, 10, 11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter (as needed), and Spring

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

The assessments have been administered as intended by using the NWEA MAP secure browsers. The IT manager installed the NWEA Secure Testing App to ensure testing integrity. Students have connected to the assessment by using the secure testing app, which allowed students to test in a secure, full-screen kiosk mode.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes No



HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels (9th, 10th, and 11th), showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores. The overall Conditional Growth Index (CGI) score schoolwide in Math was 2.66 and in Reading was 2.56. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The results of the Spring 2021 indicate growth across all subgroups in both Math and Reading. 70% of English Language Learners met their subgroup projection in Math and 77.8% met it in Reading. 74.2% of Socioeconomically Disadvantaged students met their subgroup growth projection in Math and 75% met it in Reading. 76.2% of Students with Disabilities met their subgroup growth project in Math and 68.2% met it in Reading. 71.4% of Latino students met their subgroup growth projections in Math and 79.3% met it in Reading.

Post-Secondary Outcomes:

MSA4 also tracks postsecondary outcome via FAFSA/CA Dream Act completion rates. Per the National Student Clearinghouse (effective November 29, 2021), an average of 86% of students returned for the second year of college enrollment.

Per DataQuest College-Going Rate from the CDE, MSA4’s college going rate is 60%, compared to LAUSD at 53.8%, and the state at 64.4%.

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

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

Academic Benchmarks and status:

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, myOn, and IAB) students are making progress.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing and updates to the California Dashboard. In an effort to meet this benchmark, school leadership shared that per internal assessments (e.g. NWEA MAP, IAB) students are making progress.**

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



LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCFF Budget Overview for Parents<input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year<input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan<input checked="" type="checkbox"/> 2021-2024 Plan Summary<input checked="" type="checkbox"/> Stakeholder Engagement<input checked="" type="checkbox"/> Goals and Actions<input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students<input checked="" type="checkbox"/> Expenditures Tables	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)<input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O3: The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served.</p>	
<ul style="list-style-type: none"> • As evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership: <ul style="list-style-type: none"> ○ School continues to utilize StudySync curriculum for ELA and Math ○ 100% of the Class of 2022 have completed the UC/CSU requirements ○ 100% of the Class of 2022 have been accepted into a 4-year college ○ At the time of the oversight, 26 seniors were on track to receive a MPS diploma meeting UC/CSU requirements ○ 87% of seniors who attended MSA 4 during the 2020-2021 school year, are attending a 4 and 2-year college (70% are at a 4 year college and 17% are at a 2-year college) ○ During classroom observations, students were observed being engaged in instructional activities via presentations and working in pairs, and teachers were checking for understanding ○ Students enroll in lower division courses and earn college credits through community colleges. 54% of students enrolled in at least one college course during the Fall of 2021 and 15% of students passed the college course. ○ The school has a Intersegmental General Education Transfer Curriculum (IGETC) pathway. IGETC is a series of courses that California community college students can complete to satisfy most freshman/sophomore-level general education requirements before transferring to a UC. MSA-4 9th grade students are following the IGETC pathway through LA Valley College, which will allow them to earn an AA degree by the time they graduation from high school. Students will need a total of 37 IGETC general education units. Some of the courses offered are the following: Cinema 107, Soc 101, AFRO AM 02, Chicano 008, ECON 001, and ANTHRO 101. ○ Independent Studies (IS) is being offered for students using Edgenuity. At the time of the oversight visit, about 16% of the student enrollment was attending IS. 	
<p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p>	
<ul style="list-style-type: none"> • Per school leadership and as evidenced in Binder 3 and responses to guiding questions: <ul style="list-style-type: none"> ○ Based on IAB Math and ELA test results, 42.11% and 47.73%, respectively, met the IAB standards ○ The myON online platform continues to be utilized to provide academic support in the area of reading across multiple content areas. It tracks students’ growth in their Lexile levels and is utilized during learning lab, ELD, and advisory classes. Students Lexile levels increased by 144.8L. ○ 11th grade students took the CAASPP in the Spring of 2021. 12% of 11th grade students met or exceeded standards in Math. In ELA, 46% of 11th grade students met or exceeded standards. ○ Per DataQuest, the school had a total of 12 English Learners. Per school leadership, two of those students scored at a level of 4 on the ELPAC and became eligible for reclassification. Per school’s report, 53.8% of EL students are making progress towards English language proficiency (2021) ○ The school began utilizing IXL platform during this school year to support ELA and Math instruction. Students are using the platform during Saturday School, study hour, and at home. 	



- Online platforms continue to be utilized to support students who are performing below grade level. Some of the platforms include ALEKS, Nearpod, Flocabulary, and Labster.
- Tiered interventions for all students, including EL students, are created in collaboration with teachers and MPS staff.

O5: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.

- The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP’s promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information.

Areas Noted for Further Growth and/or Improvement

School leadership noted some “Grows.” Some of those include the following:

- Percentage of students with a grade of “C” or better – Baseline: 82%; Goal 90%
- CAASPP- Math assessment – Baseline 12%; Goal 20%
- CAASPP – ELA assessment – Baseline: 46%; Goals 50%
- AP Passing Rate – Baseline: 18%; Goals 30%
- Student Suspension Rate – Baseline: 2.3%; Goal: 0%
- Dual Enrollment Passing Rate – Baseline: 15%; Goal: 70%
- Increase the Enrollment – Goal: 40 students

Corrective Action Required

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

Notes: None



***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

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

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • A current site-specific comprehensive Health, Safety, and Emergency Plan is completed (Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan) • A visitor's policy is visible in the school's main office and Parent-Student Handbook • Documentation of student immunizations • Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry) • A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215 • Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5 • For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6 • For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5 	
Rubric	Sources of Evidence



Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a)<input checked="" type="checkbox"/> Student immunization (B3.2b)<input checked="" type="checkbox"/> Health screening (B3.2b)<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b)<input checked="" type="checkbox"/> Evacuation route maps (B3.1b)<input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e)<input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f)<input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g)<input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f)<input checked="" type="checkbox"/> Site/classroom observation<input checked="" type="checkbox"/> Visitor's Policy (B3.1a)<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol) • School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691 • Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws • Pupil Suicide Prevention and Awareness Training (as applicable) 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • A staff person is designated to assist and support foster youth/students experiencing homelessness 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)</p> <p><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

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



O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA’s existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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<p style="text-align: center;">Performance</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCAP<input checked="" type="checkbox"/> UCP Procedure and Forms<input checked="" type="checkbox"/> Complaint Procedure and Forms<input checked="" type="checkbox"/> Title IX Information<input checked="" type="checkbox"/> Suicide Prevention and Awareness<input type="checkbox"/> Financial Audit<input checked="" type="checkbox"/> Student Demographics<input checked="" type="checkbox"/> Student Achievement Information<input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)<input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)<input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)<input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)<input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)<input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)<input checked="" type="checkbox"/> School website (B3.4e)<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) • The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window. • Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations. • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



8011 Magnolia Science Academy 4	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	807,651	1,475,263	1,475,263		690,960	1,161,728	1,317,106	1,317,106		767,223	1,146,221	1,137,866	1,137,866
Current Assets		0	1,037,066	1,809,305	1,812,120		727,529	1,221,064	1,426,748	1,498,792		1,006,842	1,421,537	1,587,176	1,587,177
Fixed and Other Assets		0	39,669	30,803	30,803		11,490	45,571	42,347	42,347		39,282	39,675	76,947	76,947
Total Assets		0	1,076,735	1,840,108	1,842,923		739,019	1,266,635	1,469,095	1,541,139		1,046,124	1,461,212	1,664,123	1,664,124
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850		121,046	483,597	442,176	442,177
Other Long Term Liabilities		0	0	0	0		0	0	0	0		229,930	229,930	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	193,741	517,380	520,194		97,400	603,183	755,624	632,850		350,976	713,527	442,176	442,177
Net Assets		1,187,040	882,994	1,322,728	1,322,729		641,619	663,452	713,471	908,289		695,148	747,685	1,221,947	1,221,947
Total Revenues	2,280,825	2,306,668	2,223,924	2,157,192	2,252,250	2,206,692	1,674,967	1,672,714	1,546,842	1,841,343	1,614,498	1,864,773	1,871,247	2,078,269	2,174,600
Total Expenditures	2,357,549	2,612,736	2,811,443	2,304,978	2,400,035	2,182,703	2,356,076	2,331,990	2,156,099	2,255,782	1,611,183	1,883,096	1,837,033	1,764,611	1,860,942
Net Income / (Loss)	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)	3,315	(18,323)	34,214	313,658	313,658
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(76,724)	(306,068)	(587,519)	(147,786)	(147,785)	23,989	(681,109)	(659,276)	(609,257)	(414,439)	3,315	(18,323)	34,214	313,658	313,658
Net Assets, Beginning	1,058,407	1,493,108	1,493,107	1,493,108	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	713,471	908,289
Adj. for restatement / Prior Yr Adj	0	0	(22,594)	(22,594)	0	0	0	0	0	0	0	0	0	194,818	0
Net Assets, Beginning, Adjusted	1,058,407	1,493,108	1,470,513	1,470,514	1,470,514	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	908,289	908,289
Net Assets, End	981,683	1,187,040	882,994	1,322,728	1,322,729	906,984	641,619	663,452	713,471	908,289	666,767	695,148	747,685	1,221,947	1,221,947

8011 Magnolia Science Academy 4	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,336,770	1,475,263	1,317,106	1,137,866	0		1,258,831	0	0	0
Current Assets	1,494,742	1,812,120	1,498,792	1,587,177	0		1,698,276	0	0	0
Fixed and Other Assets	46,459	30,803	42,347	76,947	0		69,518	0	0	0
Total Assets	1,541,201	1,842,923	1,541,139	1,664,124	0		1,767,794	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	70,687	520,194	632,850	442,177	0		460,930	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	70,687	520,194	632,850	442,177	0		460,930	0	0	0
Net Assets	1,470,514	1,322,729	908,289	1,221,947	0		1,306,864	0	0	0
Total Revenues	2,446,842	2,252,250	1,841,343	2,174,600	0	2,252,869	2,106,813	0	0	0
Total Expenditures	2,006,487	2,400,035	2,255,782	1,860,942	0	2,238,257	2,021,896	0	0	0
Net Income / (Loss)	440,355	(147,785)	(414,439)	313,658	0	14,612	84,917	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	440,355	(147,785)	(414,439)	313,658	0	14,612	84,917	0	0	0
Net Assets, Beginning	1,030,159	1,470,514	1,322,728	908,289	0	942,503	1,221,947	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,030,159	1,470,514	1,322,728	908,289	0	942,503	1,221,947	0	0	0
Net Assets, End	1,470,514	1,322,729	908,289	1,221,947	0	957,115	1,306,864	0	0	0



FISCAL OPERATIONS		RATING																		
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 4’s fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,221,947 and net income of \$313,658. The 2021-2022 First Interim projected positive net assets of \$1,306,864 and net income of \$84,917.</p> <p>According to MERF’s independent audit report dated June 30, 2021, MSA 4 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 4 pays annual management fees of \$42,740.38 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>		3																		
	<table border="1"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$1,470,514</td> <td>\$1,322,729</td> <td>\$908,289</td> <td>\$1,221,947</td> <td>\$1,306,864</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$440,355</td> <td>(\$147,785)*</td> <td>(\$414,439)**</td> <td>\$313,658</td> <td>\$84,917</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$1,470,514	\$1,322,729	\$908,289	\$1,221,947	\$1,306,864	Net Income/Loss	\$440,355	(\$147,785)*	(\$414,439)**	\$313,658	\$84,917	
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Net Assets	\$1,470,514	\$1,322,729	\$908,289	\$1,221,947	\$1,306,864															
Net Income/Loss	\$440,355	(\$147,785)*	(\$414,439)**	\$313,658	\$84,917															



Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

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

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s Financial Policies and Procedures Manual FY 2021-22. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors (Recurring Issue):

Based on the CSD’s review of the four LAUSD-authorized MERF schools’ check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD’s 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00



				Total	\$525.21
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In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated that “due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently.”

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

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

1. Declining Students Enrollment:

The school’s reported Norm Enrollment was 176, 176, 131, 101, and 110 for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count has been trending downwards with the school reporting losses of 45 and 30 during Fiscal Years 2019-2020 and 2020-2021, respectively. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 110 students, which is 250 students (or approximately 64%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 305 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1st Interim Financials.

Magnolia Science Academy 4’s Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6th	4	12	10	0	0
7th	19	9	14	0	0
8th	24	19	9	0	0
9th	33	36	28	25	35
10th	27	33	27	27	22
11th	44	23	24	26	27
12th	25	44	19	23	26



Total Enrollment	176	176	131	101	110
Increase/(Decrease) in Enrollment from Prior Year	(15)	0	(45)	(30)	9

In response to the CSD’s observations above, MERF’s CFO stated: “MSA 4 enrollment numbers for the upcoming 2022-2023 school year are projected at 120-131 students. There is a significant amount of collaboration that takes place between Magnolia Public Schools (MPS) staff and the community in order to meet the target enrollment numbers that have been noted. MPS hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Parent and Community Engagement (PACE) Coordinator to serve as a liaison between families and the learning community. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over, 25 [twenty-five] 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years.” The CSD will continue to monitor the school’s student enrollment through oversight.

2. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools’ operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.

In response to the CSD’s observations above, MERF’s CFO stated: “We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement.”

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/2/2022

Corrective Action Required:

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



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented.
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$1,221,947 and total expenditures equal \$1,860,942. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 65.66%, which exceeds/is below the minimum 5% based on the school's Average Daily Attendance (ADA) of 95.06 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$1,137,866 and total expenditures equal \$1,860,942. Therefore, the school's cash reserve level is 61.14%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.



15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.
 - Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
- American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
 - American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
 - American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
 - American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
- Citibank Account Ending in X6769 (MSA 4)
 - Citibank Account Ending in X6121 (MSA 6)
 - Citibank Account Ending in X2703 (MSA 7)
 - Citibank Account Ending in X5041 (MSA 8)
18. A Segregation of Duties (SOD) review(s) was conducted remotely at MSA 4 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
- MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.



26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA 4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
29. The 2020-2021 audited, and unaudited actuals nearly mirror each other.
30. *According to MERF's the back office provider firm, DMS, the net loss of (\$147,785) as reflected in MSA 4's 2018-2019 Audited Financials was primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.
31. **According to MERF's Controller, the net loss of (\$414,439) as reflected in MSA 4's 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).

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

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, during the 2018-2023 charter term (which has been extended to June 30, 2025 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 4 must meet the following fiscal benchmarks and take the following actions in relation to its fiscal operations:

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

To date, MSA 4 has complied with the benchmarks cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmarks above through the remainder of the school's charter term.



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);



<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<ol style="list-style-type: none"> 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s). 	<ol style="list-style-type: none"> 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450)



<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p>15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> The cash balance at the beginning of the school year is at least 5% of the prior year expenses; Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<p>per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> The cash balance at the beginning of the school year is at least 5% of the prior year expenses; Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); The cash balance at the beginning of the school year is positive; Vendors and staff are paid in a timely manner; Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; Governing board adopts the annual budget; A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p>



*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);

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

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

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

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
- 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;
4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

New Schools:

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 6 - 8013

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



Charter School Name:		Magnolia Science Academy 6 (MSA6)			Location Code:	8013
Current Address:		City:	ZIP Code:	Phone:	Fax:	
1512 Arlington Ave.		Los Angeles	90019	310-842-8555	310-842-8558	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:		
July 1, 2019 to June 30, 2026			1	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-216		
84	300					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-72%		
6-8	6-8					
Norm Enrollment Number:			84			
Total Number of Staff Members:	13	Certificated:	6	Classified:	7	
Charter School's Leadership Team Members:		James Choe, Principal; Jacob Theis, Dean of Students; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA/ELD Programs				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services		SELPA & Option:	3	
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Betty Chong		
Other School/CSD Team Members:	N/A					
Oversight Visit Date(s):	March 3, 2022		Fiscal Review Date (if different):	January 28, 2022		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Pio Pico Middle School		
			Date of Co-Location meeting with Operations Team:	May 26, 2021		

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: <small>(if a TCO, please note expiration date)</small>	N/A	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A
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SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.

G2: The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.

- The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.

G4: The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)

- As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glow, Grow, and Goals” presentations from each MPS on a regular basis.
- During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., its history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

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



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

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



G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

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



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION - QUALITY INDICATOR #5

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the prior two independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 		
<p style="text-align: center;">Rubric</p>		<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> • The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. • The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
<p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</p>	
<p>N/A</p>	



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC’s reclassification rate was 0% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 1.9%, compared to the state average of 10.1%</p> <p>Rate of “LTEL” is 33.7%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> Overall score of 4 on the ELPAC NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification. Parent Consultation 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

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



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Not Available - No assessment of performance for this indicator	



A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

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



A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input checked="" type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)



A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress (MAP) by NWEA (ELA)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times a year (Fall, Winter, Spring)
2. Measures of Academic Progress (MAP) by NWEA (Math)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended: School leadership shared the following:

Yes, the tests were administered as intended from what we could observe. The way that MSA-6 administered the MAP test is as follows:

- i. All students and staff were in the main zoom room to present how to access the test.
(Students practiced this in their homerooms prior to the day of test)**
- ii. Students were given their login information.**
- iii. Students were put into breakout rooms where teachers could assist them if they needed assistance.**
- iv. Students go through the tests throughout two days or three days for each subject, reading and math, and then the students are to privately chat with the staff member about their scores.**



“The only issue that we had were the technical issues like; pop-up blockers, students who have laptops or macs, iPad...etc. However, even then we were able to get through the tests by helping students individually in the main room or another separate zoom room. This was anticipated for the spring test and we made every effort to have these families pick up a school issued Chromebook to mitigate these types of problems.”

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:

Yes No



HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

By the end of the 2020-2021 school year, 60% of the students met their growth targets for Math and 61.6% in ELA. The overall Conditional Growth Index (CGI) score schoolwide in Math was 1.62 and in Reading was 0.80. Per school leadership and NWEA, a CGI of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

The subgroups – English Learners, Latino, African-American, Socioeconomically Disadvantaged, and Students with Disabilities showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores.

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

N/A



LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCFF Budget Overview for Parents<input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year<input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan<input checked="" type="checkbox"/> 2021-2024 Plan Summary<input checked="" type="checkbox"/> Stakeholder Engagement<input checked="" type="checkbox"/> Goals and Actions<input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students<input checked="" type="checkbox"/> Expenditures Tables	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)<input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
None	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>O3: The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served.</p>	
<ul style="list-style-type: none"> • As evidenced by information in Binder 3, responses to guiding questions, and classroom observations: <ul style="list-style-type: none"> ○ The school continues to implement MyMath, StudySync (which also has an ELD component), and Inspire Science. Additionally, teachers continue to use platforms that were used during distance learning like Padlet, Peardeck, Screencastify, and Google Classroom ○ Curriculum maps are used to show ongoing implementation of standards-based instruction. ○ During classroom visits, teachers were observed using checking for understanding techniques and the use of technology was being utilized via Chromebooks (platforms such as Google Classroom, Peardeck, and IXL Math were observed being used). 	
<p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p>	
<ul style="list-style-type: none"> • Per school leadership, MyON continues to be utilized as a reading supplement each day and students have shown growth in their reading capability (average Lexile Growth per student is +164.7L). Additionally, IXL Math continues to be utilized. • Zones of Regular curriculum is also being used to incorporate Social Emotional Learning (SEL) lessons • TutorMe, is a pilot program and service being used for the purpose of online one on one tutoring. • MSA6 was able to conduct 10 Saturday school sessions in the Fall semester and anticipates doing the same for the Spring semester. 	
<p>O5: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements.</p>	
<ul style="list-style-type: none"> • The MPS Governing Board approved the Special Education Compliance guide on June 24, 2021. The guide includes special education, support documents, and resources for staff. Some of those items include professional development material (e.g., IEP’s promising practices); helpful documents (e.g., Post-IEP Checklist, Strategies for Inclusion, etc.); SELPA compliance; and 504 information. • Per Welligent 300 report, at the time of the oversight visit, MSA6 had 14 out of 19 service records in Tier 1 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>Per school leadership, there is a need for a Math and/or Science teacher, a paraprofessional aide, and a staff member to lead activities are that are greatly needed, such as after-school engagement. Additionally, students will need a new set of Chromebooks for the next school year due to many of the current Chromebooks have missing parts, damages or problems that make them difficult to use.</p>	



Lastly, school leadership noted that there is a need to improve parent and community engagement. NOTE: the 2021-2022 is the first year that MSA-6 was co-located at Pio Pico Middle School. While MSA-6 and Pio Pico respective school leaders collaborate well, per MSA-6 leadership, there is a need to continue establishing a relationship with the Pio Pico community.

Corrective Action Required

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

Notes: None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(Note: for co-locations, the charter school adheres and complies with the District school’s Integrated Safe School Plan)
- A visitor’s policy is visible in the school’s main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6



- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • A staff person is designated to assist and support foster youth/students experiencing homelessness 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)</p> <p><input type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

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



O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

*** Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCAP<input checked="" type="checkbox"/> UCP Procedure and Forms<input checked="" type="checkbox"/> Complaint Procedure and Forms<input checked="" type="checkbox"/> Title IX Information<input checked="" type="checkbox"/> Suicide Prevention and Awareness<input type="checkbox"/> Financial Audit<input checked="" type="checkbox"/> Student Demographics<input checked="" type="checkbox"/> Student Achievement Information<input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)<input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)<input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)<input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)<input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)<input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)<input checked="" type="checkbox"/> School website (B3.4e)<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) • The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window. • Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations. • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



8013 Magnolia Science Academy 6	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	1,308,993	1,719,960	1,719,960		1,712,887	1,705,049	2,024,300	2,024,300		1,893,524	1,984,416	2,037,758	2,037,758
Current Assets		0	1,625,976	1,983,759	1,993,754		1,827,107	1,812,083	2,144,382	2,223,928		2,187,108	2,298,388	2,580,038	2,570,038
Fixed and Other Assets		0	11,433	10,094	10,094		28,518	15,940	43,937	43,937		43,937	80,800	82,611	92,611
Total Assets		0	1,637,409	1,993,853	2,003,848		1,855,625	1,828,023	2,188,319	2,267,865		2,231,045	2,379,188	2,662,649	2,662,649
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	17,250	179,563	189,559		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	17,250	179,563	189,559		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105
Net Assets		1,744,799	1,620,159	1,814,290	1,814,289		1,626,912	1,623,056	1,821,121	1,851,544		1,993,116	1,963,391	2,410,544	2,410,544
Total Revenues	1,895,880	2,015,550	1,936,283	1,811,766	1,921,870	1,998,128	1,677,398	1,672,181	1,588,962	1,771,452	1,873,958	2,119,616	2,130,400	2,348,817	2,415,232
Total Expenditures	1,835,179	1,874,328	1,920,022	1,601,374	1,711,479	1,950,181	1,864,776	1,863,415	1,582,131	1,734,198	1,838,498	1,947,621	1,988,129	1,789,817	1,856,232
Net Income / (Loss)	60,701	141,222	16,261	210,392	210,391	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	60,701	141,222	16,261	210,392	210,391	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000
Net Assets, Beginning	1,314,726	1,603,577	1,603,577	1,603,577	1,603,898	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,821,120	1,851,544
Adj. for restatement / Prior Yr Adj	0	0	321	321	0	0	0	0	0	0	0	0	0	30,424	0
Net Assets, Beginning, Adjusted	1,314,726	1,603,577	1,603,898	1,603,898	1,603,898	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,851,544	1,851,544
Net Assets, End	1,375,427	1,744,799	1,620,159	1,814,290	1,814,289	1,668,106	1,626,912	1,623,056	1,821,121	1,851,544	1,658,516	1,993,116	1,963,391	2,410,544	2,410,544

8013 Magnolia Science Academy 6	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,442,531	1,719,960	2,024,300	2,037,758	0		2,176,082	0	0	0
Current Assets	1,622,399	1,993,754	2,223,928	2,570,038	0		2,519,348	0	0	0
Fixed and Other Assets	27,990	10,094	43,937	92,611	0		74,080	0	0	0
Total Assets	1,650,389	2,003,848	2,267,865	2,662,649	0		2,593,428	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	46,491	189,559	416,321	252,105	0		156,315	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	46,491	189,559	416,321	252,105	0		156,315	0	0	0
Net Assets	1,603,898	1,814,289	1,851,544	2,410,544	0		2,437,113	0	0	0
Total Revenues	2,019,409	1,921,870	1,771,452	2,415,232	0	1,722,802	1,811,981	0	0	0
Total Expenditures	1,674,432	1,711,479	1,734,198	1,856,232	0	1,673,885	1,785,412	0	0	0
Net Income / (Loss)	344,977	210,391	37,254	559,000	0	48,917	26,569	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	344,977	210,391	37,254	559,000	0	48,917	26,569	0	0	0
Net Assets, Beginning	1,258,921	1,603,898	1,814,290	1,851,544	0	1,993,813	2,410,544	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,258,921	1,603,898	1,814,290	1,851,544	0	1,993,813	2,410,544	0	0	0
Net Assets, End	1,603,898	1,814,289	1,851,544	2,410,544	0	2,042,730	2,437,113	0	0	0



FISCAL OPERATIONS		RATING																	
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 6’s fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,410,544 and net income of \$559,000. The 2021-2022 First Interim projected positive net assets of \$2,437,113 and net income of \$26,569.</p> <p>According to MERF’s independent audit report dated June 30, 2021, MSA 6 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 6 pays annual management fees of \$43,160.15 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p>		3																	
	<table border="1"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$1,603,898</td> <td>\$1,814,289</td> <td>\$1,851,544</td> <td>\$2,410,544</td> <td>\$2,437,113</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$344,977</td> <td>\$210,391</td> <td>\$37,254</td> <td>\$559,000</td> <td>\$26,569</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$1,603,898	\$1,814,289	\$1,851,544	\$2,410,544	\$2,437,113	Net Income/Loss	\$344,977	\$210,391	\$37,254	\$559,000	\$26,569
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)														
Net Assets	\$1,603,898	\$1,814,289	\$1,851,544	\$2,410,544	\$2,437,113														
Net Income/Loss	\$344,977	\$210,391	\$37,254	\$559,000	\$26,569														



Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s Financial Policies and Procedures Manual FY 2021-22. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors (Recurring Issue):

Based on the CSD’s review of the four LAUSD-authorized MERF schools’ check register for the period spanning from October 1, 2020, through September 31, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD’s 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				Total	\$525.21

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated that “due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service



provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently.”

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at MERF’s next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

1. Declining Students Enrollment:

The school’s reported Norm Enrollment was 161, 154, 134, 163, and 84 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count has been trending downwards with the school reporting losses of 20 and 79 during Fiscal Years 2019-2020 and 2021-2022, respectively. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 84 students, which is 102 students (or approximately 55%) below its projected student enrollment for Fiscal Year 2021-2022 (i.e., 186 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1st Interim Financials.

Magnolia Science Academy 6’s Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6th	47	54	33	49	19
7th	54	42	55	49	30
8th	60	58	46	65	35
Total Enrollment	161	154	134	163	84
Increase/(Decrease) in Enrollment from Prior Year	1	(7)	(20)	29	(79)



In response to the CSD’s observations above, MERF’s CFO stated: “The projected MSA 6 enrollment for the upcoming 2022-23 school year is 120 students. MSA 6 is building their presence at their new school site location as well as developing new relationships within the community, which appear to be making progress. Since moving to the school site the students who are attending feel safe and supported on the school site. The Principal, Vice Principal and the Parent Advocacy & Community Engagement (PACE) coordinator have all attended community events to engage with the greater Los Angeles community. The new administration team at MSA 6 have a strong connection to the families and students and have grown as a community, starting as teachers and now serving as school leaders. Students, Families and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of health. Additionally, 96.4% of the MSA 6 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic location. Ultimately, our goal is to meet the 300 student enrollment capacity in 22-23 and multiyear projections.” The CSD will continue to monitor the school’s student enrollment through oversight.

2. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools’ operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.

In response to the CSD’s observations above, MERF’s CFO stated: “We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement.”

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.

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

Corrective Action Required:

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



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's 2019-2020 consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented. These findings did not repeat per the 2020-2021 independent audit report.
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$2,410,544 and total expenditures equal \$1,856,232. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 129.87%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 77.89 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$2,037,758 and total expenditures equal \$1,856,232. Therefore, the school's cash reserve level is 109.78%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.



- b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
- 16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
- 17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
 - a. Citibank Account Ending in X6769 (MSA 4)
 - b. Citibank Account Ending in X6121 (MSA 6)
 - c. Citibank Account Ending in X2703 (MSA 7)
 - d. Citibank Account Ending in X5041 (MSA 8)
- 18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
- 19. Equipment inventory was provided.
- 20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
- 21. The most current Audited Financial Statements are posted on the charter school's website.
- 22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
- 23. The most current Local Control and Accountability Plan is posted on the charter school's website.
- 24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
- 25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
- 26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
- 27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA 6 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
- 28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
- 29. The 2020-2021 audited, and unaudited actuals mirror each other.



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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term (which has been extended to June 30, 2026 pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 6 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA 6 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

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

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
- 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

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

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
- 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown *no feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

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

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

- 6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
- 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
- 8. The most current governing board-approved LCAP is posted on the charter school's website; and
- 9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY 7 - 8014

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



Charter School Name:		Magnolia Science Academy 7 (MSA7)			Location Code:	8014
Current Address:		City:	ZIP Code:	Phone:	Fax:	
18355 Roscoe Blvd.		Northridge	91325	818-221-5328	818-975-5215	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:		
July 1, 2019 to June 30, 2026			3	Northwest		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-21		
279	300					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-7%		
TK-5	TK-5					
Norm Enrollment Number:		279				
Total Number of Staff Members:	37	Certificated:	18	Classified:	19	
Charter School's Leadership Team Members:		Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coor.; Jason Hernandez, Director of Student Services; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Math Programs				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services		SELPA & Option:	3	
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Betty Chong		
Other School/CSD Team Members:	N/A					
Oversight Visit Date(s):	March 15, 2022		Fiscal Review Date (if different):	January 28, 2022		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A		
		Date of Co-Location meeting with Operations Team:		N/A		

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO	COO/TCO Approved Grade Levels and Occupancy Loads:	425
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SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	4	3



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.

G2: The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.

- The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.

G4: The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)

- As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.
- During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

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



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

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



G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

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



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <ul style="list-style-type: none"> <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION - QUALITY INDICATOR #5

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the prior two independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 		
<p style="text-align: center;">Rubric</p>		<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u> **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> A11: The school did not reclassify any of its English Learners</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, MSA7’s reclassification rate was 1.1% for the 2020-2021 school year, compared to the state at 6.9% <p>*Please see summary in Operations section (indicator O4: Meeting The Needs Of all Students) *</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 16.8%, compared to the state average of 10.1%</p> <p>Rate of “LTEL” is 0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> Overall score of 4 on the ELPAC NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

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



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

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



A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAP ELA	2 nd – 5 th	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Three times a year: Fall, Winter, and Spring
2. NWEA MAP Math	2 nd – 5 th	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended: School leadership shared the following:

The tests were administered as intended. We ensured that students used a secure browser on their Chromebook and we were able to use GoGuardian to view all students' Chromebook screens. We were able to test 2 grade levels a day, testing either Math or ELA a day. Each class had the MAP Testing Coordinator, the classroom teacher, and a teacher's aide during each testing to ensure that students could be supported and monitored during the test sessions. We also had groups of students work in a breakout room with either the SPED Coordinator or ELD Coordinator that could assist students that had specific needs.

A message was sent to all parents to please allow students to work independently without any support from them as it was not a test that affected their academic grades and that we would be able to get a true benchmark of their child's progress and level of academic performance. When any of our staff members saw an adult or older sibling supporting the student, we kindly reminded them to please allow the student to take the test independently.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
 Yes No



HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes: Per school leadership:

MAP Reading Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of **-2.84** and **35%** of students meeting or exceeding their growth targets. **14** students missed their growth targets by **3 or less**.

MAP Math Conditional Growth Index (CGI) and Met or Exceeded Growth Targets:

From Fall 2021 to Winter 2022, grades 3rd-5th had a CGI of **-1.24** and **38%** of students meeting or exceeding their growth targets. **31** students missed their growth targets by 3 or less.

“When looking at our current data for our Subgroups from Fall 2021-Winter 2022, our English Language Learners (ELL) population showed growth of 1% from the Fall 2020-Fall 2021 at 32% of them met or exceeded their growth target in ELA and a growth of 34% from the Fall 2020-Fall 2021 at 44% met or exceeded their growth target in Math. Our Students with Disability (SWD) population showed growth of 6.7% from the Fall 2020-Fall 2021 at 40% of them met or exceeded their growth target in ELA and a growth of 38.7% from the Fall 2020-Fall 2021 at 47% met or exceeded their growth target in Math. Our Hispanic population showed growth of 17.1% from the Fall 2020-Fall 2021 at 39% met or exceeded their growth target in Math.”

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

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

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.**
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.**



LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables	<input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O3: The school continues to have a fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced in Binder 3, responses to guiding questions, and classroom observations:</p>	
<ul style="list-style-type: none"> • During classroom observations, students were observed utilizing Quizzes, IXL, MyMath, visual aids, and ELD building blocks • Curriculum maps for each grade level and sample lesson plans were shared in the Binder 3 • Evidence of cross curricular integration with a STEAM focus in all classrooms • Continued use of programs purchased during Distance Learning such as MyOn & AR; Vocabulary & Spelling City; Mystery Science; and Standards Plus 	
<p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. School leadership shared the following:</p>	
<ul style="list-style-type: none"> • Implementation of Guided Math and ELD Intervention Block programs are now being fully implemented due to students now being instructed in-person • Hired an additional full-time ELD aide to support the ELLs and ELD program; additional RSP teacher to support students with disabilities; a part-time intervention teacher to provide data informed targeted intervention; full-time psychologist; and an IT Manager to support increased technology needs • GATE program has been developed for identified students • Independent Studies program, serving 6 students at the time of the oversight visit • Saturday Learning Academy for Math and ELA using Standards Plus curriculum 	
<p>O6: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School leadership shared the following:</p>	
<ul style="list-style-type: none"> • Hired a Parent and Community Engagement (PACE) Coordinator to support parent engagement, community partnerships, enrollment efforts, and school-wide event planning • Continued use of Zones of Regulation SEL program, which includes daily lessons and activities to help students recognize emotions • Educational Partner Survey Results for the 2020-2021 school year revealed the following: <ul style="list-style-type: none"> ○ Students – Participation = 92%; Approval Rates = 81% ○ Families – Participation = 65%; Approval Rates = 99% ○ Staff – Participation = 100%; Approval Rates = 97% • Counseling provided to students at no cost through Mitchell Family Clinic • A continued partnership with The Chicago School of Psychology to provide tutoring, counseling, parent workshops, and family therapy 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>School leadership shared some “Grows.” Some include the following:</p>	
<ul style="list-style-type: none"> • Low proficiency levels for ELL students 	



- Addressing student needs to acquire foundational reading, writing, and math skills
- School leadership shared “Priorities” for this school year. Some included the following:
- Students Achievement: Addressing academic needs of student in relation to learning loss as a result of remote learning through differentiated instruction.
 - Instruction: Return to implementation of Guided Math Program and ELA/ELD Block schedule
 - Enrollment: this year’s enrollment is lower than usual; school is working hard to focus on 2022-23 enrollment efforts to ensure higher numbers
 - Staffing: complete filling the remaining open positions
 - Facilities: need more space for all the student support staff and programs that have been added

Corrective Action Required

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

Notes:
None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*



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

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • A current site-specific comprehensive Health, Safety, and Emergency Plan is completed (Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan) • A visitor's policy is visible in the school's main office and Parent-Student Handbook • Documentation of student immunizations • Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry) • A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215 • Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5 • For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6 • For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5 	
Rubric	Sources of Evidence



Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • A staff person is designated to assist and support foster youth/students experiencing homelessness 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)</p> <p><input type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

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



O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

*** Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) • The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window. • Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations. • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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



8014 Magnolia Science Academy 7	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	601,058	1,314,944	1,314,944		1,340,343	1,177,482	1,632,981	1,632,981		1,261,633	1,346,241	1,421,162	1,421,162
Current Assets		0	1,143,608	1,748,558	1,748,558		1,711,329	1,547,429	1,931,684	2,131,455		1,876,302	1,960,910	2,393,446	2,393,447
Fixed and Other Assets		0	152,110	168,098	168,098		139,181	423,065	504,930	504,930		509,930	527,389	498,581	498,580
Total Assets		0	1,295,718	1,916,656	1,916,656		1,850,510	1,970,494	2,436,614	2,636,385		2,386,232	2,488,299	2,892,027	2,892,027
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	75,286	374,016	374,015		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881
Net Assets		1,311,921	1,220,432	1,542,640	1,542,641		1,749,971	1,746,749	1,788,846	1,878,892		1,864,082	1,858,724	2,499,146	2,499,146
Total Revenues	3,706,710	3,781,111	4,008,044	3,760,147	3,931,854	3,740,644	3,888,283	3,911,147	3,701,289	3,884,632	3,603,876	4,131,404	4,126,273	4,614,214	4,727,635
Total Expenditures	3,607,797	3,967,849	4,285,808	3,715,702	3,887,409	3,660,305	3,680,952	3,707,038	3,455,083	3,548,380	3,497,378	4,056,169	4,056,391	3,993,960	4,107,381
Net Income / (Loss)	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	98,912	(186,738)	(277,764)	44,445	44,445	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254
Net Assets, Beginning	1,101,891	1,498,659	1,498,658	1,498,658	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,788,847	1,878,892
Adj. for restatement / Prior Yr Adj	0	0	(462)	(463)	0	0	0	0	0	0	0	0	0	90,045	0
Net Assets, Beginning, Adjusted	1,101,891	1,498,659	1,498,196	1,498,195	1,498,196	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,878,892	1,878,892
Net Assets, End	1,200,803	1,311,921	1,220,432	1,542,640	1,542,641	1,300,772	1,749,971	1,746,749	1,788,846	1,878,892	1,853,247	1,864,082	1,858,724	2,499,146	2,499,146

8014 Magnolia Science Academy 7	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,269,979	1,314,944	1,632,981	1,421,162	0		1,827,090	0	0	0
Current Assets	1,610,557	1,748,558	2,131,455	2,393,447	0		2,541,970	0	0	0
Fixed and Other Assets	175,325	168,098	504,930	498,580	0		444,694	0	0	0
Total Assets	1,785,882	1,916,656	2,636,385	2,892,027	0		2,986,664	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	287,686	374,015	757,493	392,881	0		400,267	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	287,686	374,015	757,493	392,881	0		400,267	0	0	0
Net Assets	1,498,196	1,542,641	1,878,892	2,499,146	0		2,586,397	0	0	0
Total Revenues	3,851,149	3,931,854	3,884,632	4,727,635	0	4,333,373	4,327,191	0	0	0
Total Expenditures	3,365,283	3,887,409	3,548,380	4,107,381	0	4,232,824	4,239,940	0	0	0
Net Income / (Loss)	485,866	44,445	336,252	620,254	0	100,549	87,251	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	485,866	44,445	336,252	620,254	0	100,549	87,251	0	0	0
Net Assets, Beginning	1,012,330	1,498,196	1,542,640	1,878,892	0	1,948,773	2,499,146	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	1,012,330	1,498,196	1,542,640	1,878,892	0	1,948,773	2,499,146	0	0	0
Net Assets, End	1,498,196	1,542,641	1,878,892	2,499,146	0	2,049,322	2,586,397	0	0	0



FISCAL OPERATIONS	RATING																		
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA 7 ’s fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,499,146 and net income of \$620,254. The 2021-2022 First Interim projected positive net assets of \$2,586,397 and net income of \$87,251.</p> <p>According to MERF’s independent audit report dated June 30, 2021, MSA 7 is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA 7 pays annual management fees of \$360,423.05 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> </tr> <tr> <th></th> <th>(Audited Actuals)</th> <th>(Audited Actuals)</th> <th>(Audited Actuals)</th> <th>(Audited Actuals)</th> <th>(First Interim)</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Net Assets</td> <td>\$1,498,196</td> <td>\$1,542,641</td> <td>\$1,878,892</td> <td>\$2,499,146</td> <td>\$2,586,397</td> </tr> </tbody> </table>		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		(Audited Actuals)	(Audited Actuals)	(Audited Actuals)	(Audited Actuals)	(First Interim)	Net Assets	\$1,498,196	\$1,542,641	\$1,878,892	\$2,499,146	\$2,586,397	3
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022														
	(Audited Actuals)	(Audited Actuals)	(Audited Actuals)	(Audited Actuals)	(First Interim)														
Net Assets	\$1,498,196	\$1,542,641	\$1,878,892	\$2,499,146	\$2,586,397														



Net Income/Loss	\$485,866	\$44,445	\$336,252	\$620,254	\$87,251
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s Financial Policies and Procedures Manual FY 2021-22. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors (Recurring Issue):

Based on the CSD’s review of the four LAUSD-authorized MERF schools’ check register for the period spanning from October 1, 2020, through September 30, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD’s 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				Total	\$525.21



In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated that “due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently.”

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at MERF’s next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD’s review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools’ operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD’s review of MERF’s Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the “Bank Account Reconciliations” policy was silent regarding the guidance on outstanding checks.

In response to the CSD’s observations above, MERF’s CFO stated: “We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement.”

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/15/2022

<p>The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's 2019-2020 consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented. These findings did not repeat per the 2020-2021 independent audit report.
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$2,499,146 and total expenditures equal \$4,107,381. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 60.85%, which exceeds/is below the minimum 5% based on the school's Average Daily Attendance (ADA) of 260.31 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$1,421,162 and total expenditures equal \$4,107,381. Therefore, the school's cash reserve level is 34.60%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.



- b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6) 5/11/2021 - (\$709.56); (7) 5/25/2021 - (\$3,041.19); (8) 5/27/2021 - (\$9,844.96); (9) 5/28/2021 - (\$35,766.53); (10) 9/2/2021 - (\$110,134.37); (11) 9/3/2021 - (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.
- 16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending X1001 (Chief Financial Officer, MSA 8)
- 17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
 - a. Citibank Account Ending in X6769 (MSA 4)
 - b. Citibank Account Ending in X6121 (MSA 6)
 - c. Citibank Account Ending in X2703 (MSA 7)
 - d. Citibank Account Ending in X5041 (MSA 8)
- 18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
- 19. Equipment inventory was provided.
- 20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
- 21. The most current Audited Financial Statements are posted on the charter school's website.
- 22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
- 23. The most current Local Control and Accountability Plan is posted on the charter school's website.
- 24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
- 25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
- 26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
- 27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA 7 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
- 28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
- 29. The 2020-2021 audited, and unaudited actuals mirror each other.



30. MSA 7’s reported Norm Enrollment was 287, 287, 292, 294, and 279 students for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school’s Norm Enrollment count decreased with the school reporting a loss of 15 students during Fiscal Year 2021-2022. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 279 students, which is 13 students (or approximately 4.45%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 292 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1st Interim Financials.

Magnolia Science Academy 7’s Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	49	72	68	52	27
1st	51	48	57	56	50
2nd	28	57	54	56	56
3rd	30	29	54	50	52
4th	56	30	29	50	42
5th	73	51	30	30	52
Total Enrollment	287	287	292	294	279
Increase/(Decrease) in Enrollment from Prior Year	1	0	5	2	(15)

In response to the CSD’s observations above, MERF’s CFO stated: “in the charter petitions for each school the focus on enrollment is based on recruitment and retention strategies. Leaders meet with current families to discuss their plans for the upcoming school year and confirm students will continue with us for the upcoming school year. The best outreach is thanks to word-of-mouth referrals. If current families are satisfied with our schools and feel their voice is heard, they will refer friends and families to our schools. The pandemic impacted our traditional recruitment events and activities and as more community events begin to open, we will be participating in those events. MSA 7 hired a Parent and Community Engagement (PACE) coordinator this school year, in addition to serving the needs of families and contributing to building a positive school culture she has been focused on outreach and organizing community events to strengthen relationships with the families in the community. MSA 7 hosted Covid-19 vaccine pop-up clinics and a community resource fair to welcome the community onto their campus while also following health and safety guidelines. MSA 7 will continue its recruitment efforts by tabling at community events, partnering with community-based organizations who support the values of MSA 7 and support the needs of families.” The CSD will continue to monitor the school’s student enrollment through oversight.



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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term (which has been extended to June 30, 2026, pursuant to AB 130 Education Omnibus Budget Trailer Bill), MSA 7 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA 7 has complied with the benchmark cited above and stated that they are not able to implement one system at this time, but will continue to explore options in the future. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above through the remainder of the school's charter term.



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

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

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

- 6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
- 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
- 8. The most current governing board-approved LCAP is posted on the charter school's website; and
- 9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



Charter School Name:		Magnolia Science Academy BELL (PSC)			Location Code:	5166
Current Address:		City:	ZIP Code:	Phone:	Fax:	
6411 Orchard Avenue		Bell	90201	323-826-3925	323-826-3926	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:		
July 1, 2020 to June 30, 2027			5	South		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-103		
393	496					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-20.8%		
6-8	6-8					
Norm Enrollment Number:		393				
Total Number of Staff Members:	46	Certificated:	22	Classified:	24	
Charter School's Leadership Team Members:		<p>Laura Schlottman, Principal; Sam Fagnoli, Dean of Academics; Maria Mendoza, Dean of Academics; Arturo Prado, Dean of Students; Erdinc Acar, CAO; Suat Acar, COO; William Gray, MPS College and Career Readiness Program Coord.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO; Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer; Katie Mann, Director of ELA/ELD Programs</p>				
Charter School's Contact for Special Education:		Dr. Artis Callaham, Director of Special Education and Support Services		SELPA & Option:	3	
CSD Assigned Administrator:	Yolanda Jordan		CSD Fiscal Services Manager:	Betty Chong		
Other School/CSD Team Members:	N/A					
Oversight Visit Date(s):	March 9, 2022		Fiscal Review Date (if different):	January 28, 2022		
Is school located on a District facility? If so, please indicate the applicable program	Yes, PSC		LAUSD Co-Location Campus(es) (if applicable):	Orchard Academies		

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



(e.g. Prop 39, PSC, conversion, etc.):		Date of Co-Location meeting with Operations Team:	May 26, 2021
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: <small>(if a TCO, please note expiration date)</small>	N/A	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	4	3



CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



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

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board continues to fully implement the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership as evidenced in Binder 1 and leadership discussion.

G2: The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by documents in Binder 1, leadership discussion, and the website.

- The Governing Board meeting agendas and minutes continue to be posted and maintained on the school’s website. Additionally, the school maintains a recording of the Board meetings within BoardOnTrack platform on its website.

G4: The Governing Board continues to regularly consider school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)

- As evidenced on the school’s website and in Binder 1, academic updates are provided by the MPS Chief Academic Officer and other staff on a regular basis. The Board receives “Glows, Grows, and Priorities” presentations from each MPS on a regular basis.
- During the March 24, 2022 Board meeting, the Governing Board approved the MPS Board of Directors Handbook 2022-2023. The handbook gives an overview of MPS (i.e., it’s history, vision and mission, etc.), as well as an overview of Board member roles and responsibilities, Board committees, sample Board meeting agenda, MPS home office leadership information, and Board policies.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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

Notes: None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

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



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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

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



G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

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



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION - QUALITY INDICATOR #5

<p>The Governing Board has a system in place to ensure fiscal viability:</p> <ul style="list-style-type: none"> • The school is fiscally strong and net assets are positive in the prior two independent audit reports. • If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s). 		
<p style="text-align: center;">Rubric</p>		<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

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

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A11: The school reclassifies English Learners at a rate similar to the state average.</p> <ul style="list-style-type: none"> Per the California Department of Education Dataquest, FPC’s reclassification rate was 6.3% for the 2020-2021 school year, compared to the state at 6.9%. <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 1.6%, compared to the state average of 10.1%</p> <p>Rate of “LTEL” is 19.0%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p>	



- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation

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



A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

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



A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)



A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. Measures of Academic Progress (MAP) by NWEA (ELA)	6, 7, 8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Three times/year (Fall, Winter, Spring)
2. Measures of Academic Progress (MAP) by NWEA (Math)	6, 7, 8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Same as above

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
“The assessments have been administered as intended by using the NWEA MAP secure browsers. Our IT manager installed the NWEA Secure Testing App on all student devices in order to ensure testing integrity. Students connected to the assessment by using the secure testing app, which allowed students to test in a secure, full-screen kiosk mode. In addition, MSA-Bell utilizes “Go-Guardian”, a program used to monitor students' activity. This program allows teachers to see what the students see in addition to giving them the ability to close windows and limit the windows opened on any student's computer.”

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:
 Yes No



HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- California Department of Education DataQuest College-Going Rate
- National Student Clearinghouse Student Tracker
- University of California Undergraduate Graduation Rates
- California State University Enrollment Dashboard Student Origin
- University of California Admissions by School Source
- The school is not using a state identified data sources (see Verified Data Notes below):
- Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

Based on the Spring 2021 NWEA MAP Growth data, all tested grade levels showed growth from Fall 2020 to Spring 2021 in both reading and mathematics, according to average RIT scores and observed growth. Spring 2021 shows growth across nearly all student groups in math and reading according to the NWEA student growth summary reports. In particular, 57.1% of English Language Learner (ELL) students met their subgroup growth projection in math and 40.8% met their subgroup growth project in reading. In addition, 47.2% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 50.6% met their subgroup growth projection in reading. Further, 42.5% of Special Education (SPED) students met their subgroup growth projection in math and 29.3% met their subgroup growth projection in reading. In addition, 47.1% of Hispanic students met their subgroup growth projection in math and 50.5% met their subgroup growth projection in reading.

A Conditional Growth Index (CGI) of 0.00 or better would reflect one year’s growth in a subject, as the overall average growth of students would meet or exceed the amount of growth generally observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. The CGI, schoolwide for students in Math was -0.18 and -0.90 in Reading.

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



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

1. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in ELA as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing.**
2. The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“English Learners”** in Math as measured by CAASPP (SBAC) Assessment, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. **Status: In Progress: No update due to lack of 2020-2021 SBAC testing.**



LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables	<input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
None	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>O3: The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. School leadership shared the following:</p>	
<ul style="list-style-type: none"> • The school continues to utilize StudySync by McGraw-Hill, California Math Course 1 2 3 by McGraw-Hill, and Integrated iScience 1 2 and 3 by Glencoe. • Curriculum maps for each core subject (ELA, History, Math, and Science) • Personalized blended learning education through the Summit Learning Platform. • Continued used of online platforms such as Google Classroom, Clever, and Quizizz. • Key features include project-based learning using a constructivist approach; elective courses that emphasize STEAM education; Spanish, Music, Art, Study Skills, and New Media course • At the time of the oversight, the school had 32 students in Independent Studies program and of those students, 5 are Students with Disabilities. 	
<p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. School leadership shared the following:</p>	
<ul style="list-style-type: none"> • School administers Interim Assessment Blocks (IABs) throughout the school year to assess student learning and inform instruction • Additional para-professionals and ELD aides were hired to support the highest need students • School continues to utilize the myON online platform to track student Lexile levels. Accelerated Reader (AR) also continues to be utilized. • MSA Bell began utilizing the IXL platform during this school year to support ELA and Math instruction. Students are using this platform during CORE classes, Saturday School, Power Classes and at their homes. 	
<ul style="list-style-type: none"> • O6: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. In an effort to provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive, school leadership shared the following: <ul style="list-style-type: none"> ○ Staff support students by utilizing the Zones of Regulation curriculum to teach self-regulation strategies during advisory periods. Additionally, some of the topics discussed with students via the therapist interns include the following: Navigating Unfamiliar Situations, Joy, and Challenging Negative Thoughts. ○ Staff has conducted virtual home visits and phone call check-ins in an effort to support families related to SEL ○ For cases that involve higher level SEL care, the school works with Care Solace, an outside agency that provides mental health services to staff, students and families. 	
<p>O7: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. School leadership shared the following:</p>	
<ul style="list-style-type: none"> • In an effort to assess professional development needs, school leadership regularly surveys the staff related to professional development needs. Based on the analyses of the surveys, LCAP, and WASC plans, the school determines the upcoming common staff development days, and tailors staff development 	



by focusing on individual staff member’s needs. Some of the MPS-wide professional development activities for this school year include Culturally Relevant Teacher, Multi-tiered Systems of Support, and Social Emotional Learning (SEL) and wellbeing.

Areas Noted for Further Growth and/or Improvement

School leadership highlighted some “Grows” and 2022-2023 Priorities:

Grows:

- Attendance Rate
- Enrollment Numbers
- Closing achievement gap (SBAC/MAP Data)
- Successful implementation of MTSS
- Teacher/Staff retention
- More STEAM electives and programs
- Parent Outreach: Increased Parent Engagement
- Independent Studies Program (Virtual Learning)
- Supporting students’ SEL needs
- Continue to take care of each other

2022-2023 Priorities:

- Closing the achievement gap
 - Reading at grade level
 - Algebra 1 Ready by 8th Grade
- Hitting our enrollment target for next year
 - 400-420 students 2022-2023
- Increased involvement in the community
- Teacher retention and staff
- School Culture!

Corrective Action Required

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



Notes: None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(**Note:** for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • A staff person is designated to assist and support foster youth/students experiencing homelessness 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)</p> <p><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

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



O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA’s existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) • The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window. • Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations. • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input type="checkbox"/> Vendor certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



5166	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy Bell															
Cash and Cash Equivalents		0	1,359,518	2,529,656	2,529,656		2,972,462	2,369,250	3,014,092	3,014,092		2,904,194	2,904,194	3,386,788	3,386,788
Current Assets		0	4,283,557	4,789,933	4,877,019		4,527,220	4,691,199	5,746,145	5,943,644		5,563,648	5,570,371	6,523,095	6,523,096
Fixed and Other Assets		0	45,521	100,297	100,297		7,887	12,764	77,038	77,038		55,602	348,175	361,073	361,073
Total Assets		0	4,329,078	4,890,230	4,977,316		4,535,107	4,703,963	5,823,183	6,020,682		5,619,250	5,918,546	6,884,168	6,884,169
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735		708,866	1,007,730	771,349	771,350
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	74,960	654,671	741,755		262,184	596,949	1,074,356	1,232,735		708,866	1,007,730	771,349	771,350
Net Assets		4,515,037	4,254,118	4,235,559	4,235,561		4,272,923	4,107,014	4,748,827	4,787,947		4,910,384	4,910,816	6,112,819	6,112,819
Total Revenues	5,831,579	5,757,895	5,718,635	5,488,785	5,762,587	5,850,484	5,854,938	5,758,564	5,762,243	6,019,696	5,450,445	6,289,850	6,299,108	6,961,906	7,146,652
Total Expenditures	5,591,228	5,325,745	5,548,233	5,336,943	5,610,743	5,791,779	5,817,574	5,887,109	5,248,975	5,467,308	5,395,820	6,128,293	6,137,119	5,637,034	5,821,780
Net Income / (Loss)	240,352	432,149	170,402	151,842	151,844	58,705	37,364	(128,545)	513,268	552,388	54,625	161,557	161,989	1,324,872	1,324,872
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	240,352	432,149	170,402	151,842	151,844	58,705	37,364	(128,545)	513,268	552,388	54,625	161,557	161,989	1,324,872	1,324,872
Net Assets, Beginning	3,434,951	4,082,888	4,082,888	4,082,888	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559	4,107,014	4,748,827	4,748,827	4,748,827	4,787,947
Adj. for restatement / Prior Yr Adj	0	0	828	829	0	0	0	0	0	0	0	0	0	39,120	0
Net Assets, Beginning, Adjusted	3,434,951	4,082,888	4,083,716	4,083,717	4,083,717	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559	4,107,014	4,748,827	4,748,827	4,787,947	4,787,947
Net Assets, End	3,675,303	4,515,037	4,254,118	4,235,559	4,235,561	4,312,824	4,272,923	4,107,014	4,748,827	4,787,947	4,161,639	4,910,384	4,910,816	6,112,819	6,112,819

5166	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Magnolia Science Academy Bell										
Cash and Cash Equivalents	1,907,434	2,529,656	3,014,092	3,386,788	0		4,488,619	0	0	0
Current Assets	4,095,734	4,877,019	5,943,644	6,523,096	0		6,627,306	0	0	0
Fixed and Other Assets	133,139	100,297	77,038	361,073	0		227,615	0	0	0
Total Assets	4,228,873	4,977,316	6,020,682	6,884,169	0		6,854,921	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	145,156	741,755	1,232,735	771,350	0		603,471	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	145,156	741,755	1,232,735	771,350	0		603,471	0	0	0
Net Assets	4,083,717	4,235,561	4,787,947	6,112,819	0		6,251,450	0	0	0
Total Revenues	5,937,123	5,762,587	6,019,696	7,146,652	0	6,149,766	6,043,428	0	0	0
Total Expenditures	5,219,805	5,610,743	5,467,308	5,821,780	0	6,121,455	5,904,797	0	0	0
Net Income / (Loss)	717,318	151,844	552,388	1,324,872	0	28,311	138,631	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	717,318	151,844	552,388	1,324,872	0	28,311	138,631	0	0	0
Net Assets, Beginning	3,366,399	4,083,717	4,235,559	4,787,947	0	4,949,937	6,112,819	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	3,366,399	4,083,717	4,235,559	4,787,947	0	4,949,937	6,112,819	0	0	0
Net Assets, End	4,083,717	4,235,561	4,787,947	6,112,819	0	4,978,248	6,251,450	0	0	0



FISCAL OPERATIONS	RATING												
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p>According to the CSD’s Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a “2.” To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Magnolia Educational & Research Foundation’s (MERF) independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. Please see further details in the Notes section below.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p> <p>MSA BELL’s fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$6,112,819 and net income of \$1,324,872. The 2021-2022 First Interim projected positive net assets of \$6,251,450 and net income of \$138,631.</p> <p>According to MERF’s independent audit report dated June 30, 2021, MSA BELL is 1 of 10 charter schools operated by MERF. MERF currently has four charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related parties, and its charter schools reported positive net assets of \$43,676,816 and net income of \$12,755,085. MERF, without its related parties and charter schools, reported positive net assets of \$2,958,031 and net income of \$1,003,329. According to MERF, MSA BELL pays annual management fees of \$780,431.62 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Audited Actuals)</th> <th>2021-2022 (First Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$4,083,717</td> <td>\$4,235,561</td> <td>\$4,787,947</td> <td>\$6,112,819</td> <td>\$6,251,450</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)	Net Assets	\$4,083,717	\$4,235,561	\$4,787,947	\$6,112,819	\$6,251,450	3
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)								
Net Assets	\$4,083,717	\$4,235,561	\$4,787,947	\$6,112,819	\$6,251,450								



Net Income/Loss	\$717,318	\$151,844	\$552,388	\$1,324,872	\$138,631
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, credit card statements, and check registers) for the four MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions, across these MERF charter schools, to assess overall compliance with MERF’s Financial Policies and Procedures Manual FY 2021-22. Any areas noted for further growth and/or improvement relating to MERF’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

1. Late Payments to Vendors (Recurring Issue):

Based on the CSD’s review of the four LAUSD-authorized MERF schools’ check register for the period spanning from October 1, 2020, through September 30, 2021, a sample of 34 checks and 12 bank transactions were selected for further review. The CSD noted two (2) of the 34 vendor payments that were issued late based on the invoices furnished to the CSD. The items in question are summarized below. Late fees and/or late payments were cited at least in the CSD’s 2019-2020 and 2020-2021 Annual Performance-Based Oversight Visit Reports, respectively.

Item #	Check #	Check Date	Payee	Transaction Description	Check Amount
1	DDP-00000423	5/31/2021	Employment Development Dpt-EDD	Late Fee	\$30.21
2	70696	7/30/2021	Musick Peeler & Garrett LLP	Legal Services Past Due Balances	\$495.00
				Total	\$525.21



In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated that "due to technical errors with the Cal EDD reporting system, the reports were not processed in a timely manner. This issue was brought to the attention of our payroll service provider in order to ensure that the information was identified and corrected in the future. We did not have any such instances subsequently."

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

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and the school's action plans concerning the above-noted findings and observations should be discussed at MERF's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

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

1. Checks Outstanding for Over 100 Days:

Based on the CSD's review and analysis of a sample of Bank Reconciliation Reports for the period from April 2021 through September 2021, prepared by DMS. The CSD noted 12 checks, drawn on the schools' operating accounts ending in X6769, X6121, X2703, and X5041 that, as of February 28, 2022, one (1) check had been outstanding for over 100 days (Check #43541, in the amount of \$975.80, dated 6/7/2021 and made payable to Graduation Outlet).

Based on the CSD's review of MERF's Financial Policies and Procedures Manual (dated 6/24/2021), it was noted that the "Bank Account Reconciliations" policy was silent regarding the guidance on outstanding checks.

In response to the CSD's observations above, MERF's CFO stated: "We have updated MPS Board Policies effective 4-7-2022, to reflect 120 days for checks to be voided after initial disbursement."

The CSD recommends that MERF revise its fiscal policies and procedures to provide guidelines and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time, and maintaining documentation of such, consistent with industry best practices. The CSD further recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy Bell

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2022

<p>The Charter Schools Division will review the above-mentioned issues and the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported. Audit findings regarding significant deficiencies were identified related to MERF's and the school's consolidated financial statements that were required to be reported in accordance with Government Auditing Standards. MERF's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to these findings was implemented.
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of MSA BELL offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$6,112,819 and total expenditures equal \$5,821,780. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 105%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 361.16 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents are \$3,386,788 and total expenditures equal \$5,821,780. Therefore, the school's cash reserve level is 58.18%, which exceeds/is below the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees), or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. Reviewed the following 35 checks and 12 electronic credit/debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Citibank Checking Account Ending in X6769, X6121, X2703, and X5041): 74492, 43588, DDP-00000263, DDP-00000215, 74501, 74413, 43574, 43443, 91072, 74363, DDP-00000423, 74472, 43372, 74487, 70688, 43482, 70648, 70513, 70696, 91171, DDP-00000229, 74163, 74505, 91067, 43483, 43576, 70699, 74461, 43546, 43568, 74115, 74319, 91182, 43393, and DDP-00000301.
 - b. Reviewed 12 credit transactions for the months of April 2021 through September 2021 for sample testing. The transaction descriptions are: (1) 4/6/2021 - \$24,559.03; (2) 4/1/2021 - (\$883.18); (3) 4/30/2021 - \$22,229.24; (4) 8/4/2021 - (\$18,053.05); (5) 8/19/2021 - (\$12,273.73); (6)



5/11/2021 – (\$709.56); (7) 5/25/2021 – (\$3,041.19); (8) 5/27/2021 – (\$9,844.96); (9) 5/28/2021 – (\$35,766.53); (10) 9/2/2021 – (\$110,134.37); (11) 9/3/2021 – (\$2,265.80); and (12) 9/21/2021 - \$65,344.53.

16. Reviewed credit card statements from March 2021 through October 2021. Selected the months of March 2021 through August 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending X1005 (Chief Financial Officer, MSA 4)
 - b. American Express Credit Card Ending X1003 (Chief Financial Officer, MSA 6)
 - c. American Express Credit Card Ending X1002 (Chief Financial Officer, MSA 7)
 - d. American Express Credit Card Ending X1001 (Chief Financial Officer, MSA BELL)
17. Reviewed bank statements and bank reconciliation from April 2021 through September 2021. Selected the month of April 2021, May 2021, August 2021, and September 2021 for the sample testing. Discrepancy was noted under Other Observations above.
 - a. Citibank Account Ending in X6769 (MSA 4)
 - b. Citibank Account Ending in X6121 (MSA 6)
 - c. Citibank Account Ending in X2703 (MSA 7)
 - d. Citibank Account Ending in X5041 (MSA BELL)
18. A Segregation of Duties (SOD) review(s) conducted remotely at MSA 6 via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. MERF disclosed that it has engaged in intraorganizational borrowing relative to the MERF schools currently authorized by LAUSD, with the following transaction:
 - a. MERF borrowed \$2,248,497 from MSA BELL (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
25. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that MSA BELL is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day provided.
28. MERF provided documentation regarding four pending legal matters. Two of these claims related to personal injury claims, and two of these claims related to property crimes and/or employment-related disputes. The filing dates for these claims ranged from Fiscal Year 2018-2019 through Fiscal Year 2020-2021. MERF asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of Magnolia or its affiliated parties."
29. The 2020-2021 audited, and unaudited actuals mirror each other.
30. MSA Bell's reported Norm Enrollment was 483, 470, 481, 441, and 393 for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 13, 40 and 48 during Fiscal Years 2018-2019, 2020-2021 and 2021-2022, respectively. The school's reported Norm Enrollment for Fiscal Year 2021-



2022 is 393 students, which is 102 students (or approximately 20.61%) below its projected student enrollment for Fiscal Year 2021-2022 (e.g., 495 students) per the school’s petition roll-out plan in its current charter. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 1st Interim Financials.

Magnolia Science Academy BELL’s Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6th	134	128	127	86	97
7th	183	159	202	170	130
8th	166	183	152	185	166
Total Enrollment	483	470	481	441	393
Increase/(Decrease) in Enrollment from Prior Year	1	(13)	11	(40)	(48)

In response to the CSD’s observations above, MERF’s CFO stated: “MSA-Bell pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. Similar to MSA 7, outreach efforts will use English, Spanish, and any other language needed, based on the needs of the community. MSA 8 has a Director of Outreach and Community Engagement leading the work traditionally under the Parent and Community Engagement (PACE) title. The MPS and MSA-Bell website includes comprehensive information about our educational program under our Academics tab on the website. MSA-Bell uses a variety of activities to recruit a diverse population including Distributing flyers at key locations to reach families within the surrounding community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, recreation centers and/or sports clubs, and coffee establishments; Participating in community events and fairs at the key locations listed below; Hosting Open Houses and providing tours of the Charter School on a regular basis. Our Charter School strives to build partnerships within the local communities of the Southeast Los Angeles cities of Bell, Maywood, and Cudahy. In addition to our outreach strategies in the community, we also use media outlets such as Instagram, Twitter, and school websites to promote name ID.” The CSD will continue to monitor the school’s student enrollment through oversight.

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

N/A



Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

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SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

- 6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
- 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
- 8. The most current governing board-approved LCAP is posted on the charter school's website; and
- 9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

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

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**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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April 28, 2022

Sandra Covarrubias, Board Chair
Alfredo Rubalcava, Chief Executive Officer
Steven Keskinturk, Principal
Maria Rowell, Principal
Magnolia Science Academy Santa Ana
2840 West 1st Street
Santa Ana, CA 92703

Subject: Summary of Annual Site Visit for Magnolia Science Academy Santa Ana
Conducted on April 26-27, 2022

Dear Chair Covarrubias, Chief Executive Officer Rubalcava, Principal Keskinturk, and
Principal Rowell:

Thank you for the opportunity to visit Magnolia Science Academy Santa Ana (MSASA)
virtually. The California Department of Education (CDE) appreciates the tremendous
amount of work you orchestrated before and during the site visit.

Based on interviews conducted with school leadership and staff, and through classroom
observations, the CDE reviewed the information gathered and has determined that
MSASA is in compliance with the MSASA charter petition, and the Memorandum of
Understanding between the California State Board of Education and MSASA.

If you have any questions regarding this letter, please contact Ric Reyes, Education
Programs Consultant by phone at 916-323-5833 or by email at reyes@cde.ca.gov.

Sincerely,

/s/

Stephanie Farland, Director
Charter Schools Division

SF:rr

cc: Brooks Allen, Executive Director, California State Board of Education
Abel Guillen, Deputy Superintendent, Operations and Administration Branch,
California Department of Education

Sandra Covarrubias, Board Chair
Alfredo Rubalcava, Chief Executive Officer
Steven Keskinturk, Principal
Maria Rowell, Principal
April 28, 2022
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mrowell@magnoliapublicschools.org