



Board Agenda Item #	II B: Information/Discussion Item
Date:	September 8, 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. No action needed.

Background

Oversight Visits Overview

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

2021-22 Oversight Visits

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	Yes	11/17/21; 3/21/22
MSA-2	LACOE	Yes	11/30/21; 3/21/22
MSA-3	LACOE	Yes	12/7/21; 5/10/22
MSA-4	LAUSD	Yes	3/2/22
MSA-5	LACOE	Yes	11/17/21; 3/21/22
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

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	-	4	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

Note: The summary and recommendations from the LAUSD reports were presented to the Board on May 26, 2022.

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:

We have received 2021-22 oversight visit reports for MSA-1, 2, 3, and 5 from LACOE. LACOE provides three separate reports for each school in the following areas:

- Governance Review
- Fiscal Annual Report
- Instructional Program Overview

Summary / Recommendations from Oversight Visit Reports

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

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

Magnolia-wide:

Governance Review 2021-22

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

Summary:
<i>The current board consists of seven members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<i>Recommendations for continuing practice by the Board:</i> <ul style="list-style-type: none">• <i>Participation in annual Brown Act training.</i>• <i>Make every effort to have as many board members physically present as possible during regularly scheduled meetings.</i>• <i>Board recruitment should focus on membership from the local community.</i>• <i>Each LACOE authorized school should indicate such authorization on their school webpage.</i>

Comment on Board Capacity/Composition Indicator #3:

3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>In 2017-18, the MPS Board added two members of the community who added diversity and relevance to the school community. This was in response to LACOE's concerns regarding diversity and that board meetings take place in person, and within the boundaries of the area in which the schools are authorized. It is recommended that this practice continue so that the board is representative of the local community served by each school and understands the unique needs of each community served.</i>

Instructional Program Review 2021-22

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

MSA-1:

Summary
<i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicates that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school-wide achievement goals. MSA-1 is fully enrolled, and the new high school building is fully operational. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i>
Recommendations
<i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, CAASSP student data, and LCAP goals, and ensure implementation of all action items in order to meet the criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>

MSA-2:

Summary
<i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and additional training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. During 2021-22, MSA-2 returned to an in-person learning program with CAASSP testing for all appropriate grade levels.</i>
Recommendations
<i>It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students. MSA-2 attended to previous recommendations successfully, and have provided a more robust and comprehensive offering of courses related to the specific focus of their charter petition.</i>
<i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, LCAP goals, and all internal assessment measures to ensure academic improvement for all students. For renewal, MSA-2 must present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>

MSA-3:

Summary
<i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Noted in data reported in the school's LCAP, MSA-3 has identified the need for increased academic achievement for students with disabilities, English learners, and African-American students.</i>
Recommendations
<ol style="list-style-type: none"> <i>1. The school leadership should continue to closely monitor progress on internal assessments, MPOs, and LCAP goals ensuring full implementation of any action items in order to meet the criteria for renewal.</i> <i>2. In addition to the great successes currently being made on systems for student recognition and incentives, consider a specific focus on classroom instruction of schoolwide expectations with student input for classroom systems and procedures. Provide clear modeling of expectations for respect and methods of conflict resolution including prevention of conflict. I believe that this will assist your 2022-23 LCAP efforts around conflict resolution and respect.</i> <i>3. In conducting a website review for the school, it is noted that you are providing translations of documents for parents and students having a home language other than English. Please continue this practice for parent meeting documents, general communications, and any additions to your website in order to ensure clarity of communication with families.</i> <p><i>It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>

MSA-5:

Summary
<i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Throughout the COVID-19 school closure periods, MSA-5 continued to offer a program of study through distance learning for students. School and classroom visits during the 2021-22 school year showed increased use of instructional technology by teachers and increased opportunities for active student participation during the class period.</i>
Recommendations
<p><i>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.</i></p> <p><i>In addition, school leadership should continue to closely monitor progress on MPOs, CAASPP, and LCAP goals ensuring implementation of any action items in order to meet criteria for renewal. In particular, it will be essential to show academic progress over time for all students, not only using state dashboard data reporting, but using data from internal assessments used during periods when state testing was discontinued. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to</i></p>

present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.

Note:

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

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Oversight Visit Reports for MSA-1, 2, 3, and 5

Los Angeles County Office of Education
Charter School Office Oversight Protocol

GOVERNANCE REVIEW 2021-2022

Charter School:	Magnolia Science Academy (MSA) 1, 2, 3, 5
Charter Term:	2017-2022 (MSA 1, 2, 3) – Extended through June 30, 2024 2018-2023 (MSA 5) – Extended through June 30, 2025
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>	
A. Organizational Management	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> a. Solely a charter school b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations) c. If b, describe the structure 	
<p><i>The four schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p>	
<p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>	
<p><i>LACOE has been provided with all relevant corporate papers including the following: Articles of Incorporation; 2022 Amended Bylaws; COI Code, Lease Agreements, and Co-Location Agreements. Should any amendments take place to any of the corporate documents, the organization is to notify LACOE and provide draft documents for review prior to approval by the Board.</i></p>	
<p>3. There is a list or roster of governing board members.</p>	
<p><i>The roster for 2021-22 identifies five board members. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. During the Magnolia Public Schools (MPS) Board meeting of July 7, 2022, Mr. Daniel Sheehan and Ms. Esra Eldem were approved as new MPS Board members. Mr. Sheehan and Ms. Eldem were appointed for five-year terms beginning on June 17, 2022, and ending June 16, 2027. The current MPS Board now consists of seven members including the following individuals: Mekan Muhammedov, Chair; Sandra Covarrubias, Vice Chair; Dr. Umit Yapanel, Member; Dr. Salih Dikbas, Member; Diane Gonzalez, Member; Daniel Sheehan, Member; and Esra Eldem-Tunc, Member.</i></p>	
<p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p>	
<p><i>According to the MPS charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plans for MSA-1, 2, 3, and 5 on June 16, 2022. The Board maintains an Academic Committee that oversees instructional evaluation. In addition, the Chief Academic Officer, Chief Accountability Officer, and Leadership Team provide regular reports and updates to the board regarding academic progress, LCAP outcomes, curriculum and instruction, and any changes made to the academic program for students.</i></p>	
<p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>	
<p><i>The Chief Financial Officer and back-office provider provide financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools, and adjusts the budget and operations as necessary. In addition, the board regularly requests increased clarity and explicit detail from home office staff regarding budget items and the purpose of expenditures.</i></p>	

6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.
<i>A review of audio recordings and meeting documentation indicates that the governing board understands the annual budget, including the short and long-term financial outlook of each school.</i>
7. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.
<i>The organizational structure aligns with the description found in the approved charters for MSA-1, 2, 3, and 5.</i>
B. Capacity/Composition
1. Some of the governing board members have previous governance experience.
<i>Yes, some of the governing board members have previous governance experience.</i>
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090.
<i>LACOE is in receipt of an approved conflict of interest policy and code. The current board appears to be free from any perceived or real conflict of interests.</i>
3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>In 2017-18, the MPS Board added two members of the community who added diversity and relevance to the school community. This was in response to LACOE's concerns regarding diversity and that board meetings take place in person, and within the boundaries of the area in which the schools are authorized. It is recommended that this practice continue so that the board is representative of the local community served by each school and understands the unique needs of each community served.</i>
4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>Current board members bring expertise in the legal field, finance, higher education, engineering, medicine, and social services.</i>
C. Structure
1. The composition of the governing board is consistent with the approved charter.
<i>Yes.</i>
2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.
<i>Yes, the board has given evidence that they are able to govern effectively and could continue to do so in their current form.</i>
3. The governing board has bylaws that are comprehensive and that include a reasonable term limit.
<i>Yes, the governing board bylaws are comprehensive and have an existing term limit of five years.</i>
4. The governing board appears to fully understand the bylaws and their implications.
<i>The board appears to act in accordance with its bylaws, which were updated and approved in 2022.</i>
5. The governing board has identified officers.
<i>The current board recognizes a chair and vice-chair.</i>
6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.
<i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, president, vice presidents, secretary, and treasurer.</i>
7. The bylaws delineate committees and provide detailed job descriptions for these committees.

<p><i>The bylaws discuss the creation of and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. At this time, the board maintains Academic, Educational Partners & Development, Finance, Audit/Facilities, and Nominating/Governance committees.</i></p> <p><i>Magnolia Public Schools has published its 2022-23 MPS Board of Directors Handbook. The handbook was reviewed by the Board Nominating/Governance Committee and approved by the full Board on March 24, 2022. The handbook is provided to each board member, and is used for onboarding, training, and reference. The document includes an overview of MPS, home office details, and specific Board information including member roles and responsibilities, Board committees, and Board policies.</i></p>	
D. Clarity	
1. The governing board actively discusses which elements of key decision are governance vs. management.	<i>A review of audio recordings demonstrate a clear delineation between governance and management. The board has not attempted solving school management issues on its own.</i>
2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.	<i>Yes, the board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.	<i>Yes, the board has demonstrated an understanding of this rule and its effective execution.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.	<i>Yes, a review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair, and the full board.</i>
E. Meetings	
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.	<i>The board meets on a monthly basis. Committees of the board meet during the other weeks of the month, with special board meetings held as needed. In addition, throughout the COVID-19 pandemic, the board held weekly special meetings to provide up to date reporting on the actions being taken by the schools, and to regularly review legislative policies and updates during the pandemic. All meetings comply with the requirements of the Brown Act.</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes 	<i>All board meetings are compliant with the Brown Act. Board members participate in Brown Act training, and meeting agendas are posted and available on the school and organization websites.</i>
3. The governing board has resolutions and board-adopted policies related to the following: <ul style="list-style-type: none"> a. Conflict of interest b. Advisory Council Nominating Process c. Public Records Requests d. Curriculum and Instruction Policies e. Facilities and Operations f. Personnel 	

<p>g. Student Policies</p> <p>h. Handbooks: parent, student, employee</p> <p>i. Parent complaint resolution and due process</p> <p>j. Internal controls policies and related forms and systems</p> <p>k. Bank signature authorizations</p> <p>l. Harassment: student, staff</p> <p>m. Safety plan</p> <p>n. Immunization records</p> <p>o. Family Educational Rights and Privacy Act (FERPA): Policy and notices</p> <p>p. Section 504 compliance</p> <p>q. Allowable purchases and purchasing authority</p> <p>r. Uniform Complaint Procedures</p>	
<p><i>Yes, the board has adopted policies related to all of the above concerns.</i></p>	
<p>4. Material revisions to the charter have been approved by the governing board.</p>	
<p><i>On June 15, 2021, the County Board approved a material revision for MSA-5, allowing the school to co-locate on the campus of MSA-1 beginning in the 2021-22 school year.</i></p>	
<p>F. Parent and Staff Involvement</p>	
<p>1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.</p>	
<p><i>In addition to holding regular parent and staff meetings, parents have regular emails and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents, staff members, and teachers during their public meetings. Further, MPS seeks parental input through surveys, and through parent participation on committees at each school site.</i></p>	
<p>Summary:</p>	
<p><i>The current board consists of seven members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i></p>	
<p>Recommendations:</p>	
<p><i>Recommendations for continuing practice by the Board:</i></p> <ul style="list-style-type: none"> • <i>Participation in annual Brown Act training.</i> • <i>Make every effort to have as many board members physically present as possible during regularly scheduled meetings.</i> • <i>Board recruitment should focus on membership from the local community.</i> • <i>Each LACOE authorized school should indicate such authorization on their school webpage.</i> 	
<p>Report completed by LACOE Lead Reviewer:</p> <p><u>David Downing</u> David Downing (Aug 23, 2022 13:47 PDT)</p>	<p>Approved by LACOE Charter School Office Administrator:</p> <p></p>
<p>David Downing, Coordinator III</p>	<p>Indra Ciccarelli, Director II</p>
<p>Date report provided to the charter school:</p> <p>August 19, 2022</p>	<p>Report provided to charter school via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input type="checkbox"/> Meeting</p> <p><input checked="" type="checkbox"/> Zoom Conference</p>

INSTRUCTIONAL PROGRAM REVIEW 2021-22


Charter School:	Magnolia Science Academy-1 (Grades 6-12)	
Date of Visit(s):	November 17, 2021; March 21, 2022	
Enrollment:	Expected: 795	Actual: 742
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Magnolia Public Schools' (MPS) vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-1 is implementing the curricular and instructional plan as outlined in the approved charter. The core curriculum for MSA-1 is based upon the UC/CSU A-G course requirements, and includes 13 advanced placement courses and a selection of elective courses that complement the school's focus on STEAM education. MSA-1 maintains a successful VEX Robotics program, and has established an agreement with Los Angeles Mission College to offer college courses on campus during the school year. The numbers of students taking college courses has increased from 41 to 56 this year.</i></p> <p><i>During the 2020-21 school year, MSA-1 continued the implementation of its instructional program through distance learning. During the 2021-22 school year, MSA-1 returned to in-person learning for students. Classroom observations during visits show increased use of technology by teachers and increased student interaction and active participation during instruction.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Credentialed instructors appropriately staff MSA-1 at this time, including one teacher intern through an agreement with California State University Northridge (CSUN). In addition to the regular teaching staff, MSA-1 provides a Vice Principal, two academic deans, two student deans, an EL coordinator, and a team of Education Specialists. Further, the home office provides assistance through academic coordinators.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with teachers during the day, or they can receive assistance before and after school, or during Saturday School. In addition, the school offers Power classes in ELA and Math as daily interventions. Data meetings are held twice each week to roster students into specific intervention programs. In addition, online courses are offered for those needing credit recovery.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are provided a hard copy or electronic copy of their child's progress report. MSA-1 now offers dual enrollment opportunities for students through Los Angeles Mission College. Over 50</i></p>		

<i>students were enrolled in college courses during the school year. Credit recovery courses were provided during the summer session as well.</i>	
5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.	<i>MSA-1 continues to implement a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, school teams regularly compete in STEAM related activities, including robotics. In addition to providing AP classes and multiple college courses, MSA-1 provides multiple interventions and learning acceleration methodologies for anyone needing assistance. MSA-1 has increased its number of STEAM related offerings to include computer science at both the middle school and high school.</i>
6. The charter school has sought WASC accreditation.	<i>MSA-1 is accredited through the Western Association of Schools and Colleges (WASC) until June 30, 2028.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	<i>See the Fiscal Annual Report provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations	
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.	<i>Yes, MSA-1 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The final quarterly report for the year shows zero overdue IEPs and 30 minutes of service owed to one student.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.	<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).	<i>MSA-1 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync, MyOn Reading, and IXL Learning for math and ELA. The school's reclassification rate for 2021-22 was 10.4%</i>
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	<i>MSA-1 uses California standards-based instructional materials from approved publishers.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.	<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.	<i>MSA-1 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials.	

<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>	
D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>The school provided the Charter School Office (CSO) a matrix listing all professional development opportunities provided for staff, including legally required trainings, and the dates those trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>In 2021 MSA-1 staff joined with all Magnolia Public Schools and the Magnolia Home Office, instituting professional learning communities (PLCs). MSA-1 meets on Wednesdays with the PLC, with grade-level and department meetings rotating on alternating Wednesday afternoons. School leadership staff meeting topics include MTSS, PLC, PBIS, SEL, student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis using IAB, MAP and IXL, explicit direct instruction, and providing modifications and accommodations for students.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-1 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that staff members hold an appropriate English learner and/or special education credential and authorization.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semesters of 2021-22, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-1 administration attended LACOE required meetings this school year which consisted of bi-weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-1 participates in required CAASPP testing, as evidenced by the cumulative record of annual test scores and the school's testing schedule. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, based upon waiver flexibilities afforded to LEAs, the school elected to administer NWEA for all grades and administered the CAASPP test only for students in grade 11. For the 2021-22 school year, CAASPP testing was administered to all appropriate grade levels.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	

<p><i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-1 has now been extended through June 30, 2024.</i></p> <p><i>Schoolwide Student Academic Performance and Achievement</i></p> <p><i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>CDE 2020 Renewal Data Release</i></p> <p><i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-1 falls in the middle-performing performance category.</i></p> <p><i>A review of CAASPP data for all students in 2018-19 showed 45.06% of students met or exceeded standard in ELA, and 30.13% met or exceeded standard in math.</i></p> <p><i>CAASPP results for 2019-20 are not available due to the suspension of testing as a result of the COVID-19 pandemic.</i></p> <p><i>CAASPP results for 2020-21 show that 45.95 percent of students met or exceeded standard in ELA, and 25.67 percent of student met or exceeded standard in math.</i></p> <p><i>In preparation for charter renewal, it will be important for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be essential in demonstrating progress, particularly during times when testing was suspended.</i></p>	
3.	<p>The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> <p><i>MSA-1 has completed and submitted a SARC for 2020-21, which is also on file with the California State Board of Education website. The school also submitted an Annual Report to LACOE reporting progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data and the results of internal assessments. All documentation was submitted in a timely manner.</i></p>
4.	<p>Student achievement data is regularly reported to parents and staff.</p> <p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Parents also have access to student data portal using Parent Square. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a copy of their child's progress report. Parent/teacher conferences are held once each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
5.	<p>The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention, followed by targeted instructional planning.</i></p>
6.	<p>The charter school has implemented actions to address identified areas for improvement.</p> <p><i>The school reports that special education students and English learners continue to need targeted assistance toward improvement on CAASPP. MSA-1 reports having taken the following steps to address these specific areas of need: Power classes, tutoring, Saturday School and summer school provide additional academic support. In addition, English classes provide students with opportunities to use</i></p>

<i>Study Sync for ELD. Further, MSA-1 has implemented universal standards of writing and reading across content areas, and Title I staff observe students in three core classes, providing resources and professional development for teachers. During 2021-22, MSA-1 added a counselor to their team, and partners with the Mitchell Family Counseling Clinic through California State University, Northridge.</i>	
7. Local Control Accountability Plan (LCAP):	
a. Board Approval/Timeliness of Submission:	
	<i>The MPS Board approved the 2022-23 LCAP for MSA-1 during their meeting of June 23, 2022.</i>
b. 2021-22 LCAP Update	
	<i>Based upon the report provided in the Annual Update for the 2021-22 academic year of the school's progress toward meeting goals as outlined in the school's LCAP.</i>
	<i><u>Goals were met relating to the following areas:</u></i>
	<ul style="list-style-type: none"> <i>Improved SBAC scores in ELA and Math</i> <i>EL student progress toward proficiency increased by 16%</i> <i>Implementation of universal standards of writing and reading across content areas</i> <i>Saturday School, after school tutoring and Power classes are provided for students.</i> <i>Advanced Placement and college classes are available to students.</i> <i>MSA-1 has a 100% graduation rate for seniors.</i>
c. Required Metrics addressed based on type of charter and services offered	
	<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups	
	<i>MSA-1 has established annual goals for all significant subgroups.</i>
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
	<i>MSA-1 has a new high school building which is fully operational. The school is now moving forward with installation of additional bungalows, installation of shade structures, and the purchase of an additional building directly adjoining the existing middle school building.</i>
2. The charter school maintains proper documentation related to student safety	
	<i>Yes, MSA-1 maintains proper documentation related to student safety.</i>
Summary	
<i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicates that all classes are being instructed by properly certified instructors. The school plan for professional development includes mandated trainings and training in alignment with school-wide achievement goals. MSA-1 is fully enrolled, and the new high school building is fully operational. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i>	
Recommendations	
<i>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, CAASSP student data, and LCAP goals, and ensure implementation of all action items in order to meet the criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>	

Report completed by LACOE Lead Reviewer <u>David Downing</u> <small>David Downing (Aug 23, 2022 13:47 PDT)</small>	Approved by LACOE Charter School Office Administrator: 
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: August 10, 2022	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

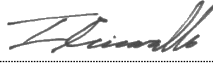
INSTRUCTIONAL PROGRAM REVIEW 2021-22

Charter School:	Magnolia Science Academy-2 (Grades 6-12)	
Date of Visit(s):	November 30, 2021; March 21, 2022	
Enrollment:	Expected: 437	Actual: 505
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy-2 (MSA-2) is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 has received accreditation from the Western Association of Schools and Colleges (WASC) through June 30, 2028. The core curriculum is based upon the UC/CSU A-G course requirements, and includes Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Studio Art.</i></p> <p><i>During the 2020-21 school year, MSA-2 delivered their instructional program through distance learning, with Chromebooks and hotspots provided to all students needing technology assistance in order to participate fully.</i></p> <p><i>For the 2021-22 school year, MSA-2 resumed in-person instruction on their campus. Classroom observations showed increased use of technology by teachers and increased opportunities for student interactions and active participation during the class period.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Credentialed instructors appropriately staff MSA-2 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides one Assistant Principal, an Academic Dean, a Dean of Students, and one College Counselor. In addition, support staff include a school psychologist and parent and community engagement coordinator. Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals. During 2021-22, MSA-2 added multiple staff including a social worker, a fourth resource specialist and additional paraprofessionals to support students.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-2 teachers provide differentiated instructional experiences within the classroom for students. Students needing further assistance work with their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Approximately 55 students regularly participated in the Saturday School Program as offered during the school year. Online courses are offered for those in need of credit recovery. Additionally, MSA-2 provides college courses and dual enrollment opportunities to nearly 60 students.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>		

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.
<i>MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school fields competitive teams in STEAM related activities, including Vex Robotics and Drones. Additional opportunities include a JAVA Course offering and support for students wishing to pass the Oracle Certified Associate Exam (OCE).</i>
6. The charter school has sought WASC accreditation.
<i>MSA-2 is fully accredited by WASC through June 30, 2028.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See the financial review provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-2 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The reports also show zero delinquent IEPs, and that zero students were owed services.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to the implementation of instruction and use of classroom and intervention curriculum, MSA-2 students receive service in Speech and Language, Occupational and Physical Therapy, Psychological services, and Counseling by certificated staff and MFT interns.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>Yes, MSA-2 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners (ELs). Data indicates that 71% of EL students are making progress toward English language proficiency, and the reclassification rate for 2021-22 was 20%.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials.
<i>MSA-2 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided using push-in and pull-out services. In addition, MSA-2 implements multiple programs for instructional differentiation at the individual level including ALEKS, MyOn Reading, Flocabulary, Standards Plus, and Quill for grammar and writing.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-2 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings.

<i>MSA-2 staff are required to complete mandatory trainings using their online portal (Safe Schools). The school provided the LACOE Charter School Office (CSO) with a matrix of all professional development, including the dates for legally required trainings.</i>	
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>MSA-2 staff and faculty have implemented a professional learning community (PLC) model for meetings scheduled on Wednesdays. This format allows for increased interaction with the home office, and collaboration with other Magnolia schools in addition to MSA-2 site teams and departments. MSA-2 leadership also participates in Monday Leadership meetings with the home office team. Further, MSA-2 participates in PBIS, ELD and Math training through LACOE, and is working on toward full implementation of MTSS. MSA-2 actively attends bi-weekly all-charter meetings and professional development offered by the LACOE CSO.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-2 administration submitted staff rosters to LACOE during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required credentials and authorizations to instruct English learners and students with special needs.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of 2021-22, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-2 administration attended LACOE required meetings this school year, including bi-weekly professional development through all-charter meetings. In addition, the school is currently participating in a LACOE PBIS training cohort.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-2 participates in required CAASPP testing, as evidenced by the previous records of test scores and testing schedules. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, MSA-2 continued to implement MAP testing and CAASPP IABs in order to evaluate student progress and achievement levels. CAASPP testing was provided to all students in grade 11. For 2021-22, MSA-2 resumed regular CAASPP testing protocols for all eligible students.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<p><i>Schoolwide Student Academic Performance and Achievement</i> <i>Effective July 1, 2020, the renewal criteria for charter schools changed and will now be based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>CDE 2019 Renewal Data Release</i> <i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-2 falls in the middle-performing performance category.</i></p> <p><i>Data indicates that MSA-2 is on target at this time, to meet renewal requirements. A review of CAASPP data for all students in 2018-19 showed 41.81% meeting or exceeding standard in ELA, and 27.87% of students meeting or exceeding standard in math.</i></p>

<p>CAASPP results for 2019-20 are not available due to the suspension of testing as a result of the COVID-19 pandemic.</p> <p>CAASPP results for 2020-21 show that 46.34 percent of students met or exceeded standard in ELA, and 24.39 percent of students met or exceeded standard in math.</p> <p>In preparation for charter renewal, it will be essential for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be key indicators in demonstrating progress, particularly during times when testing was suspended.</p>	
3.	<p>The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> <p>MSA-2 has completed and submitted a SARC during 2021-22 which is on file with the CDE, and the school submitted an annual report to LACOE in a timely manner. All Measurable Pupil Outcomes were addressed in the report, including those areas still in progress.</p>
4.	<p>Student achievement data is regularly reported to parents and staff.</p> <p>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information using Parent Square. In addition, every six weeks parents are provided a hard copy or electronic copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</p>
5.	<p>The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <p>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning.</p>
6.	<p>The charter school has implemented actions to address identified areas for improvement.</p> <p>MSA-2 reports that continued improvement is needed for English learners, Hispanic students and students with special needs, with math as a primary content area of focus. The school has specific goals and objectives to provide targeted interventions and supports for all students needing assistance.</p>
7.	<p>Local Control Accountability Plan (LCAP):</p>
a.	<p>Board Approval/Timeliness of Submission:</p> <p>The MPS Board approved the 2022-23 LCAP for MSA-2 during their meeting on June 23, 2022.</p>
b.	<p>2020-21 LCAP Update</p> <p>Based upon the report provided in the Annual Update for the 2021-22 academic year of the schools' progress toward meeting the goals as outlined in the school's LCAP.</p> <p><u>Goals were met relating to the following areas:</u></p> <ul style="list-style-type: none"> • 68.4% of students met growth targets for math on the NWEA MAP exams. • 67.3% of students met growth targets for ELA on the NWEA MAP exams. • 71% of English learners show progress toward reclassification. • Maintained low levels of suspension and expulsions. • Saturday School, after school tutoring, learning camps, and Power Classes are provided for students. • Advanced Placement and college classes are available to students. • Successful implementation of PBIS

<ul style="list-style-type: none"> • Implementation of the MTSS framework , including ASB-created lesson plans based upon Zones of regulation • Increased staffing levels toward supporting students 	
c. Required Metrics addressed based on type of charter and services offered	
No missing metrics or state priorities were noted.	
d. Student Subgroups	
MSA-2 has provided annual goals and specific targets for all significant subgroups.	
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
MSA-2 is located on the Birmingham High School campus and maintains a shared use agreement with the Los Angeles Unified School District. MSA-2 now intends to purchase a property close to its current location in order to build a new school facility and relocate the MSA-2 campus.	
2. The charter school maintains proper documentation related to student safety	
Yes, MSA-2 maintains proper documentation related to student safety.	
Summary	
<p>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and additional training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. During 2021-22, MSA-2 returned to an in-person learning program with CAASSP testing for all appropriate grade levels.</p>	
Recommendations	
<p>It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students. MSA-2 attended to previous recommendations successfully, and have provided a more robust and comprehensive offering of courses related to the specific focus of their charter petition.</p> <p>The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, LCAP goals, and all internal assessment measures to ensure academic improvement for all students. For renewal, MSA-2 must present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</p>	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
<u>David Downing</u> <small>David Downing (Aug 23, 2022 13:47 PDT)</small>	
David Downing, Coordinator III	Indra Ciccarelli, CSO Director II
Date report provided to the charter school:	Report provided to charter school via:
August 11, 2022	<input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

INSTRUCTIONAL PROGRAM REVIEW 2021-22


Charter School:	Magnolia Science Academy-3 (Grades 6-12)	
Date of Visit(s):	December 7, 2021; May 10, 2022	
Enrollment:	Expected: 449	Actual: 417
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy-3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena, California. Two years later, MSA-3 moved to its current space co-locating with Curtis Middle School in Carson, California, under Proposition 39. MSA-3 revolves around its STEAM and college-readiness environment built into its mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a wide range of elective courses, including: science explorers, introduction to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training, and advanced math. Further, MSA-3 has established a partnership with Los Angeles Valley College, providing students with opportunities for dual enrollment and college credit.</i></p> <p><i>During the 2020-21 school year, MSA-3 continued the implementation of their instructional program through distance learning.</i></p> <p><i>For the 2021-22 school year, MSA-3 returned to in-person learning for students. Classroom observations during visits showed increased use of technology by teachers and increased student interaction and active participation during instruction.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Credentialed instructors appropriately staff MSA-3 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, the MSA-3 administrative team includes the Principal, two student Deans, two academic Deans, an English/ELD Coordinator, a College Counselor, and a Title 1 Coordinator. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-3 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. Further, instruction is offered on Saturdays for students requiring assistance.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade.</i></p>		

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.	
<i>Yes. MSA-3 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts/athletics, and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. Further, the school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community.</i>	
6. The charter school has sought WASC accreditation.	
<i>MSA-3 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 2028.</i>	
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	
<i>See the Fiscal Annual Report from LACOE Business Advisory Services.</i>	
B. Services to Special Populations	
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.	
<i>Yes, MSA-3 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload, with zero delinquent IEPs, and zero students being owed services as of June 17, 2022.</i>	
2. Students who are identified as eligible for special education are receiving services required by their IEPs.	
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive Physical Education, and occupational therapy.</i>	
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).	
<i>Yes, MSA-3 has established an EL Master Plan for the identification, instruction, reclassification, and progress monitoring of English learners.</i>	
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	
<i>MSA-3 uses California standards-based instructional materials.</i>	
2. The charter school uses instructional materials that address the specific needs of special education students.	
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.</i>	
3. The charter school uses instructional materials that address the specific needs of English learners.	
<i>Yes, MSA-3 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.</i>	
4. The charter school refrains from using faith-based instructional materials.	
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>	

D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>MSA-3 provided the LACOE Charter School Office (CSO) with a matrix of all required trainings that were conducted prior to the opening of the school year in August.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>MSA-3 staff and faculty have implemented a professional learning community (PLC) model for meetings scheduled on Wednesdays. This format allows for increased interaction with the home office, and collaboration with other Magnolia schools in addition to MSA-3 site teams and departments. MSA-3 leadership also participates in Monday Leadership meetings with the home office team. In addition, teachers participate in trainings through LACOE (PBIS and MAS), conference attendance, and symposia conducted by MPS each fall and spring.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-3 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of the school year, staff credential lists were cross-checked with the school master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-3 administration attended LACOE required meetings this school year which consisted of bi-weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-3 participates in required CAASPP testing, as evidenced by the record of previous test scores and testing schedules. CAASPP testing was not conducted in 2019-20 per the California Department of Education (CDE) directives during the COVID-19 pandemic. During the 2020-21 school year, MSA-3 continued to assess students using MAP testing in ELA and math, ongoing reviews of student lexile levels, and CAASPP testing for students in grade 11. For 2021-22, MSA-3 reopened for on campus instruction and completed testing for all eligible grades and students.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<p><i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4 . The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-3 has now been extended through June 30, 2024.</i></p> <p>School wide Student Academic Performance and Achievement <i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p>CDE Renewal Data Release <i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-3 falls in the middle-performing performance category.</i></p>

<p>California Dashboard</p> <p>CAASPP data for all students in 2018-19 in ELA showed that 35.67% met or exceeded standard in ELA and 17.37% of students met or exceeded standard in math.</p> <p>CAASPP results for 2019-20 are not available due to the suspension of testing as a result of the COVID-19 pandemic.</p> <p>CAASPP results for 2020-21 show that 69.76 percent of students met or exceeded standard in ELA, and 34.09 percent of students met or exceeded standard in math.</p> <p>In preparation for charter renewal, it will be important for the school to show progress over time for all groups of students. Results of internal assessments, including NWEA, IAB and IXL will be essential in demonstrating progress, particularly during times when testing was suspended.</p>	
3.	<p>The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> <p>MSA-3 has completed and submitted a SARC for 2020-21 to LACOE. The SARC is also on file with the California State Board of Education website. The school also submitted an Annual report to LACOE detailing progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data, and the results of internal assessments. All documentation was submitted in a timely manner.</p>
4.	<p>Student achievement data is regularly reported to parents and staff.</p> <p>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</p>
5.	<p>The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <p>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and specific instructional planning.</p>
6.	<p>The charter school has implemented actions to address identified areas for improvement.</p> <p>Yes, MSA-3 has established a system for ongoing data analysis followed by intervention and examination of interventions and their level of success. Actions have been planned for and implemented to address identified areas for improvement.</p>
7.	<p>Local Control Accountability Plan (LCAP):</p> <p>a. Board Approval/Timeliness of Submission:</p> <p>The MPS Board approved the 2022-23 LCAP for MSA-3 during their meeting of June 23, 2022.</p> <p>b. 2021-22 LCAP Update</p> <p>Based upon the report provided in the Annual Update for the 2020-21 academic year of the schools progress toward meeting the goals as outlined in the school's LCAP.</p> <p><u>Goals were met relating to the following areas:</u></p> <ul style="list-style-type: none"> • Students were offered college classes through LAVC. • Students were provided with intervention classes, tutorials, and Saturday School. • 98% of graduating class are meeting the A-G requirements. • 95% Cohort Graduation rate for the class of 2021 • 44% of seniors are graduating with Honors and 8% of seniors with an Advanced Diploma.

<i>MSA-3 has identified the following areas of needed improvement:</i>	
<ul style="list-style-type: none"> • Cultural sensitivity and relevance training • Increasing the enrollment of African-American students in AP classes • Increasing academic achievement levels for students with disabilities, African-American students, and English learners • Place an emphasis on PBIS topics including respect and conflict resolution 	
c.	Required Metrics addressed based on type of charter and services offered
<i>No missing metrics or state priorities were noted.</i>	
d.	Student Subgroups
<i>MSA-3 has provided annual goals and specific targets for all significant subgroups.</i>	
F. Facilities and Operations	
1.	There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<i>No findings were noted on the LACOE Facilities Inspection Report. MSA-3 is co-located on the LAUSD campus of Curtis Middle School.</i>	
2.	The charter school maintains proper documentation related to student safety
<i>Campus visits indicate that MSA-3 maintains proper documentation related to student safety.</i>	
Summary	
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Noted in data reported in the school's LCAP, MSA-3 has identified the need for increased academic achievement for students with disabilities, English learners, and African-American students.</i></p>	
Recommendations	
<ol style="list-style-type: none"> 1. <i>The school leadership should continue to closely monitor progress on internal assessments, MPOs, and LCAP goals ensuring full implementation of any action items in order to meet the criteria for renewal.</i> 2. <i>In addition to the great successes currently being made on systems for student recognition and incentives, consider a specific focus on classroom instruction of schoolwide expectations with student input for classroom systems and procedures. Provide clear modeling of expectations for respect and methods of conflict resolution including prevention of conflict. I believe that this will assist your 2022-23 LCAP efforts around conflict resolution and respect.</i> 3. <i>In conducting a website review for the school, it is noted that you are providing translations of documents for parents and students having a home language other than English. Please continue this practice for parent meeting documents, general communications, and any additions to your website in order to ensure clarity of communication with families.</i> 	
<p><i>It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i></p>	

Report completed by LACOE Lead Reviewer: <u>David Downing</u> <small>David Downing (Aug 23, 2022 13:47 PDT)</small>	Approved by LACOE Charter School Office Administrator: 
David Downing, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: August 11, 2022	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

INSTRUCTIONAL PROGRAM REVIEW 2021-22


Charter School:	Magnolia Science Academy-5 (Grades 6-12)	
Date of Visit(s):	November 17, 2021; March 21, 2022	
Enrollment:	Expected: 448	Actual: 247
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy-5 (MSA-5) is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and dual enrollment opportunities to attend college classes.</i></p> <p><i>During the 2020-21 school year, MSA-5 continued the implementation of their instructional program through distance learning. Chromebooks and hotspots were provided to all students needing technology assistance in order to participate in the distance learning program. Virtual classroom and school observations were conducted during the fall and spring semesters.</i></p> <p><i>For the 2021-22 school year, MSA-5 relocated from its Reseda Senior High School co-location to 18238 Sherman Way in Reseda, the location of MSA-1. MSA-5 returned to an in-person learning format, delivering instruction on campus daily. Campus visits during the fall and spring semesters showed increased implementation of classroom technology by teachers, and increased active participation for students during the class period.</i></p> <p><i>MSA-5 is currently in negotiations for the purchase of property in order to establish a permanent school location.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Credentialed instructors appropriately staff MSA-5 at this time, and the school maintains a student to teacher ratio of 25 to 1 or fewer in each classroom. Beyond the regular teaching staff, MSA-5 provides an Assistant Principal, a Discipline Coordinator, a PACE Coordinator, and a College Counselor. Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-5 provides students a number of supports including power classes, after school tutoring, Saturday School, small group and 1 on 1 tutoring with staff. The school also provides teaching staff with professional development opportunities around SEL, PBIS, MTSS, Adaptive Schools, differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.</i></p>		

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.
<i>MSA-5 operates in the San Fernando Valley as an alternative high-achieving school. MSA-5 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, MSA-5 provides opportunities for students to create STEAM focused projects, experiments, and models. Students participate in the annual Magnolia STEAM Expo, and both local and countywide science fairs.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-5 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2023.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See the Fiscal Annual Report provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-5 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate number of students per teacher on each caseload and indicate zero overdue IEPs and no student being owed services.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive Physical Education, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>Yes, MSA-5 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English learners. For 2020-21, the school reported a 4.1% reclassification rate for English learners.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials.
<i>MSA-5 uses California standards-based instructional materials.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-5 has established a program for the identification, instruction, reclassification and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings.

<i>The school provided the LACOE Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff; including legally required trainings and the dates trainings were conducted.</i>	
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>MSA-5 staff and faculty have implemented a professional learning community (PLC) model for professional development, with meetings scheduled on Wednesdays. This format allows for increased interaction with the home office, and collaboration with other Magnolia schools in addition to MSA-5 site teams and departments. MSA-5 leadership also participates in Monday Leadership meetings with the home office team. Professional development topics for teachers include special education, English learners, student achievement, discipline/behavior, counseling, school safety, SEL, MTSS, and addressing student issues with staff. MSA-5 is currently working toward full MTSS certification.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-5 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of 2021-22, staff credential lists were crosschecked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-5 administration attended LACOE required meetings this school year, which consisted of bi-weekly Zoom sessions for all LACOE authorized charters. In addition, the school continues to participate in LACOE PBIS training, training for English learners, LCAP, TEAL training and support for students with disabilities.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-5 participates in required CAASPP testing, as evidenced by annual reporting of test scores and testing schedules. CAASPP testing did not take place during the 2019-20 school year by order of the California Department of Education (CDE) during the COVID-19 pandemic. During the 2020-21 school year, based upon waiver flexibilities afforded to LEAs, the school elected to administer NWEA for all grades and administered the CAASPP test only for students in grade 11. During the 2021-22 school year, MSA-5 resumed regular testing protocols for all students.</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The CDE Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-5 has now been extended through June 30, 2025.</i> Schoolwide Student Academic Performance and Achievement <i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i>

<p>CDE Renewal Data Release</p> <p><i>On July 1, 2020, the CDE provided a list of renewal classifications. Based on the data provided by CDE, MSA-5 falls in the middle-performing performance category.</i></p> <p><i>CAASPP results for 2018-19 show that 46.9 percent of students met or exceeded standard in ELA, and 38.67 percent of students met or exceeded standard in math.</i></p> <p><i>CAASPP results for 2019-20 are not available due to the suspension of testing as a result of the COVID-19 pandemic.</i></p> <p><i>CAASPP results for 2020-21 show that 30.77 percent of students met or exceeded standard in ELA, and 7.69 percent of students tested in grade 11 exceeded standard in math.</i></p> <p><i>In preparation for charter renewal, it will be important for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be essential in demonstrating progress, particularly during times when testing was suspended.</i></p>	
3.	<p>The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> <p><i>MSA-5 has completed and submitted a SARC for 2020-21, which is also on file with the California State Board of Education website. The school also submitted an Annual report to LACOE highlighting progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data, and the results of internal assessments. All documentation were submitted in a timely manner.</i></p>
4.	<p>Student achievement data is regularly reported to parents and staff.</p> <p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
5.	<p>The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, including any need for intervention and toward instructional planning.</i></p>
6.	<p>The charter school has implemented actions to address identified areas for improvement.</p> <p><i>MSA-5 reports that English learners and students with special needs continue to need targeted assistance toward improvement on CAASPP. In addition, the school has identified mathematics as an area needing continued focus. MSA-5 reports having taken the following steps to address these specific areas of need: Power classes in ELA and Math will continue; Saturday school, summer school and 1 to 1 tutorials will provide additional assistance for students. MSA-5 intends to successfully implement MTSS during the 2022-23 school year.</i></p>
7.	<p>Local Control Accountability Plan (LCAP):</p>
a.	<p>Board Approval/Timeliness of Submission:</p> <p><i>The MPS Board approved the LCAP for MSA-5 at their regular board meeting of June 23, 2022. All documents were submitted to LACOE in a timely manner.</i></p>
b.	<p>2019-20 LCAP Update</p> <p><i>Based upon the report provided in the Annual Update for the 2020-21 academic year regarding the school's progress toward meeting the goals as outlined in the LCAP.</i></p>

<u>Goals were met relating to the following areas:</u>	
<ul style="list-style-type: none"> • 100% Compliance with teacher assignments and instructional materials • 100% graduation rate • 89.26% Attendance Rate • EL students were provided with designated and integrated ELD instruction • Interventions are offered during the school day, during after school hours and through Saturday School. • AP classes and dual enrollment opportunities are provided to ensure college readiness. • Parent engagement is facilitated through School Site council, ELAC, PTF, home visits, • Parent College and stakeholder surveys. • Zero percent suspension/expulsion rate for the past three years. 	
c.	Required Metrics addressed based on type of charter and services offered
<i>No missing metrics or state priorities were noted.</i>	
d.	Student Subgroups
<i>MSA-5 has provided annual goals and specific targets for all significant subgroups.</i>	
F. Facilities and Operations	
1.	There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<i>MSA-5 has been a co-located campus in partnership with Los Angeles Unified School District. For the 2021-22 school year, MSA-5 operated alongside MSA-1 at 18238 Sherman Way, Reseda, California. MSA-5 works to maintain a clean and safe campus area for students, and participates in facilities inspections by the LACOE Facilities and Construction Unit.</i>	
2.	The charter school maintains proper documentation related to student safety
<i>Yes, MSA-5 maintains proper documentation related to student safety.</i>	
Summary	
<i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. Throughout the COVID-19 school closure periods, MSA-5 continued to offer a program of study through distance learning for students. School and classroom visits during the 2021-22 school year showed increased use of instructional technology by teachers and increased opportunities for active student participation during the class period.</i>	
Recommendations	
<i>As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.</i>	
<i>In addition, school leadership should continue to closely monitor progress on MPOs, CAASPP, and LCAP goals ensuring implementation of any action items in order to meet criteria for renewal. In particular, it will be essential to show academic progress over time for all students, not only using state dashboard data reporting, but using data from internal assessments used during periods when state testing was discontinued. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to</i>	

<i>present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i>	
Report completed by LACOE Lead Reviewer: <u>David Downing</u> <small>David Downing (Aug 23, 2022 13:47 PDT)</small> David Downing, Coordinator III	Approved by LACOE Charter School Office Administrator:  Indra Ciccarelli, Director II
Date report provided to the charter school: August 11, 2022	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference