

Agenda Item:	III A: Information/Discussion Item
Date:	September 14, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	MPS Annual Authorizer Oversight Reports

**1. Action Proposed:**

N/A

**2. Purpose:**

It is imperative that we share authorizer oversight reports with our Board, highlight any findings, and discuss possible next steps for actions that should be taken based on the feedback provided by the authorizers.

**3. 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.

*2022-23 Oversight Visits*

All ten of our MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2022-23:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	5/17/23
MSA-2	LACOE	Yes	5/2/23
MSA-3	LACOE	Yes	5/18/23
MSA-4	LAUSD	Yes	3/8/23
MSA-5	LACOE	Yes	4/25/23
MSA-6	LAUSD	Yes	3/14/23
MSA-7	LAUSD	Yes	4/14/23
MSA-Bell	LAUSD	Yes	3/24/23
MSA-San Diego	SDUSD	Yes	4/25/23
MSA-Santa Ana	SBE	Yes	3/20/23

4. **Analysis:**

This agenda is about LAUSD's oversight visit reports. The full reports are attached. The following are excerpts from the summary and recommendations parts of the report. 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 three years.

Authorizer Oversight Visit Reports	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
<b>2022-23</b>				
MSA-4	4	-	3	4
MSA-6	4	3	4	4
MSA-7	4	3	4	4
MSA-BELL	4	2	4	4
<b>2021-22</b>				
MSA-4	4	-	3	3
MSA-6	4	-	4	3
MSA-7	4	-	4	3
MSA-BELL	4	-	4	3
<b>2020-21</b>				
MSA-4	4	1	3	2
MSA-6	4	2	4	2
MSA-7	4	3	4	2
MSA-BELL	4	2	4	2

Summary / Recommendations from Oversight Visit Reports

**GOVERNANCE**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school's executive level leadership as evidenced by information in Binder 1, and Board agendas and minutes.</p> <ul style="list-style-type: none"> <li>Per the Board minutes from the February 24, 2022, the Board approved the amended and restated Magnolia Public Schools bylaws stating the following reason: "It reflected the addition of AB 824 language of a student serving and as Student Board Member on the Board of Directors and the Board's authority in creating one or more advisory committees composed of directors and non-directors under Article VII of the Bylaws."</li> </ul> <p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by information in Binder 1, website, and Board meeting agendas.</p> <ul style="list-style-type: none"> <li>Brown Act training commenced on August 22, 2022</li> </ul> <p><b>G3:</b> The Governing Board continues to have well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced by information in the Binder 1, leadership discussion, and the website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>Uniform Complaints Procedures (UCP)</li> <li>MPS Employee Handbook</li> <li>Student/Parent Handbook</li> </ul> <p><b>G4:</b> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, and evaluation criteria) as evidenced by information in Binder 1, leadership discussion, Board meeting agendas and minutes, Board meeting documents, and website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>Regular academic updates by the Chief Academic Officer</li> <li>Presentations by each individual school in the form of "Grows, Glows, and Priorities."</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u> None</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: None</p>	

**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

**MSA-4:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
2020 California Department of Education's (CDE) Charter School's Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: The schoolwide Dashboard Suspension Rate Indicator Status is Medium at 2.5% and below the statewide percentage at 3.1%</p> <p>*A7: Although there is no School 2022 Status Level for the Graduation Rate Indicator (27 students), 96.3% of student graduated in 2022.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with "Status Only" reporting on the 2023 Dashboard.</p> <p>A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator "A11: English Learner Reclassification." Please note that, depending on the release date of the 2021-</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

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

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

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)*

**MSA-6:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2023

**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

**RATING\***

Summary of School Performance

3, Proficient

2020 California Department of Education's (CDE) Charter School's Performance Category

Middle Performing

Does the charter school qualify for technical assistance?  YES  NO

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

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

Comprehensive Support and Improvement (CSI)

Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

**A1:** The schoolwide Dashboard ELA Indicator Status is Medium and above statewide Distance From Standard ("DFS") in ELA.

- Per the CDE, the school's DFS is 9.8, compared to the state at -12.2

**A6:** The schoolwide Dashboard Suspension Rate Indicator Status is Low and below the statewide percentage.

- Per the CDE, 1.0% of students were suspended at least once, compared to the state at 3.1%

**A8:** All numerically significant student groups have "Status/Distance From Standard (DFS)" scores above the statewide DFS in ELA.

- Per the CDE, the school has two (2) numerically significant student groups. The following indicates each student group's 2022 average DFS and comparison to the state:
  - Latino: 9.5, compared to the state at -38.6
  - Socioeconomically Disadvantaged: 7.6, compared to the state at -41.4

**A9:** All numerically significant student groups have "Status/DFS" scores above the statewide DFS in Math.

- The following indicates each student group's 2022 average DFS and comparison to the state:
  - Latino: -50.9, compared to the state at -83.4
  - Socioeconomically Disadvantaged: -54.8, compared to the state at -84.0

Areas Noted for Further Growth and/or Improvement

**A2:** The schoolwide Dashboard Math Indicator Status is Low but above the statewide DFS in Math.

- Per the CDE, the school's DFS is -50.8, compared to the state at -51.7

**A5:** The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High.

\* PLEASE SEE SUMMARY IN OPERATIONS SECTION FOR INFORMATION RELATED TO INDICATORS A2 AND A5\*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2023

**Corrective Action Required**

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

**Notes:**

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with "Status Only" reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 academic year. Considering this fact, the 2022-2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator "A11: English Learner Reclassification." Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade "C" or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***

MSA-7:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2023

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<p>Summary of School Performance</p>	<p>3, Proficient</p>
<p>2020 California Department of Education's (CDE) Charter School's Performance Category</p> <p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	<p>Middle Performing</p>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>A6: The schoolwide Dashboard Suspension Rate Indicator Status is Very Low</p> <ul style="list-style-type: none"> <li>Per the CDE, 0.3% of students were suspended at least once, compared to the state at 3.1%</li> </ul> <p>A9: All numerically significant student groups have "Status/Distance From Standard (DFS)" scores above the statewide DFS in Math</p> <ul style="list-style-type: none"> <li>Per CDE, the school has three (3) numerically significant student groups. The following indicates each student group's 2022 average DFS and comparison to the state:               <ul style="list-style-type: none"> <li>English Learner: -70.7, compared to the state at -92.0</li> <li>Latino: -53.4, compared to the state at -83.4</li> <li>Socioeconomically Disadvantaged: -54.6, compared to the state at -84.0</li> </ul> </li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>A1: The schoolwide Dashboard ELA Indicator Status is Low and below statewide DFS.</p> <ul style="list-style-type: none"> <li>Per CDE, the school's DFS is -30.2, compared to the state at -12.2.</li> </ul> <p>A2: The schoolwide Dashboard Math Indicator Status is Low, but higher than the statewide DFS.</p> <ul style="list-style-type: none"> <li>Per CDE, the school's DFS is -46.1, compared to the state at -51.7.</li> </ul> <p>A3: The schoolwide Dashboard ELPI Status is Medium and below statewide DFS.</p> <ul style="list-style-type: none"> <li>Per the CDE, although the school and the state have a Medium status, the school's percentage of English Learning making progress toward English proficiency is 48.1%, compared to the state at 50.3%.</li> </ul> <p>A5: The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High (same as the state) at 24.5%, compared to the state at 30.0%</p>	



**A8:** Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS in ELA. English Learners are above the statewide DFS (-58.4, compared to the state at -61.2).

- Latino: -39.0, compared to the state at -38.6
- Socioeconomically Disadvantaged: -44.5, compared to the state at -41.4

**\* PLEASE SEE SUMMARY IN OPERATIONS SECTION FOR INFORMATION RELATED TO INDICATORS A1-A3, A5 AND A8\***

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)

Magnolia Science Academy 7 was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for Students with Disabilities and White student groups that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)*

**MSA-BELL:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

**STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

**RATING\***

Summary of School Performance

2, Developing

2020 California Department of Education's (CDE) Charter School's Performance Category

Middle Performing

Does the charter school qualify for technical assistance?  YES  NO

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

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

Comprehensive Support and Improvement (CSI)

Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress

A3: The schoolwide Dashboard ELPI Status is High at 55.3% and above statewide percentage at 50.3%.

A6: The schoolwide Dashboard Suspension Rate Indicator Status is Medium at 2.4% and below the statewide percentage at 3.1%

Areas Noted for Further Growth and/or Improvement

A1: The schoolwide Dashboard ELA Indicator Status is Low at -24.4 DFS, below the statewide DFS at -12.2.

A2: The schoolwide Dashboard Math Indicator Status is Low at -79.3 DFS, below the statewide DFS at -51.7.

A5: The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High at 28.4%, lower than the state at 30%. School leadership shared the following:

- COVID vaccinations were very low for students.
- The school offered Independent Studies, but MSA Bell did not see a large participation rate as most students did not have support from an adult at home.
- Although COVID continues to contribute to student absences, the school has increased incentives for students to attend school: The office staff sends messages through Parent Square sharing the attendance rates; MTSS Coordinators and Deans bring rewards to students who are present at school; an increase in student events, activities, field trips, PBIS assemblies; and increased home visits.

A8: Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS in ELA.

- Per the CDE, the school has five (5) numerically significant student groups. The following indicates each student group's 2022 average DFS in ELA and comparison to the state:
  - English Learner: -90.5, compared to the state at -61.2
  - Latino: -24.1, compared to the state at -38.6
  - Socioeconomically Disadvantaged: -25.1, compared to the state at -41.4
  - Students with Disabilities: -119.4, compared to the state at -97.3
  - White: -37.1, compared to the state at 21.9

A9: Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS in Math

- Per the CDE, the school has five (5) numerically significant student groups. The following indicates each student group's 2022 average DFS in Math and comparison to the state:
  - English Learner: -143.6, compared to the state at -92.0

- Latino: -81.6, compared to the state at -83.4
- Socioeconomically Disadvantaged: -78.9, compared to the state at -84.0
- Students with Disabilities: -159.1, compared to the state at -130.8
- White: -62.0, compared to the state at -13.4

**\* PLEASE SEE SUMMARY OF INDICATOR O4 IN THE OPERATIONS SECTION OF THIS REPORT FOR DETAILED INFORMATION RELATED TO A1, A2, A8, AND A9. \***

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022-2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) or SBAC ELA/Literacy score of 2 (Nearly Met) or above or MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)

Magnolia Science Academy Bell was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for Students with Disabilities that was the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

**MSA-4:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>O1:</b> The school continues to have a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p>	
<ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students' immunization is kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> </ul>	
<p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p>	
<ul style="list-style-type: none"> <li>• Emergency Drill Evaluation worksheets for August 2022 through January 2023</li> <li>• Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place</li> <li>• Emergency provisions in each classroom</li> <li>• Two (2) Epi-pens and three (3) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul>	
<p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p>	
<ul style="list-style-type: none"> <li>• "Some of the new practices and systems we have implemented this year in order to support these goals include, power Math, and ELA supports through the use of IXL math and MyON Reading during advisory class. Students are given a total of 90 minutes a week for each subject in order to develop their skills further in an independent manner based on their adaptive and performance skill level."</li> <li>• SBAC preparation on Wednesdays in small groups, with assistance from the core subject teacher, Special Education Coordinator, paraprofessionals, UCLA volunteers, and administrators.</li> <li>• During Study Hour, some students are pulled out to provide academic intervention</li> <li>• Standards-based instruction, checking for understanding, and student engagement was observed during the classroom observations.</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>School leadership shared some grows/priorities that include the following:</p>	
<ul style="list-style-type: none"> <li>• Increase Advanced Placement (AP) assessment passing rate</li> <li>• Decrease Chronic Absenteeism</li> <li>• Decrease Student Suspensions</li> </ul>	

<ul style="list-style-type: none"> <li>• Increase enrollment</li> <li>• Increase number of students taking a dual enrollment course</li> <li>• Increase English Learner Reclassification</li> </ul>
<u>Corrective Action Required</u>
None noted that require immediate action to remedy concerns indicated in this report.
Notes:
None

<p><b>*NOTE:</b></p> <ul style="list-style-type: none"> <li>• A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.</li> <li>• A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.</li> <li>• A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.</li> </ul>
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**MSA-6:**

**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

**RATING\***

**Summary of School Performance**

**4, Accomplished**

Areas of Demonstrated Strength and/or Progress

**O1:** The school continues to have a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- Student Immunization and Health screening (records of students immunization are kept in Infinite Campus), plus immunization guidelines
- Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)
- Integrated Safety School Plan

**O2:** The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- Emergency Drill Evaluation worksheets for August 2022 through January 2023
- Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place
- Emergency provisions in each classroom
- Two (2) Epi-pens and four (4) trained volunteers to administer if necessary
- Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff

**O4:** The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- All homeroom classes are utilizing IXL for skill development in Math and ELA
- Block schedule on Wednesdays to allow more time for students in ELA and Math
- Monitoring of students with 2 or more failing grades (they are pulled out of P.E. up to four times per week to work directly with teachers for additional tutoring and support).
- Incentivize students with the "Winter and Spring Olympics," which are competitions focused on growth and improvement in IXL, myOn, attendance, and behavior.
- 6<sup>th</sup> grade students were tested for GATE on 12/14/22.
- MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff.

**O6:** The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- In an effort to improve chronic absenteeism, the school is targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits. Additionally, students with positive attendance are rewarded through PBIS assemblies each month and twice per year, the school has competitions that honor attendance by giving merits each day to grade levels that have the highest average attendance.
- The school is piloting a Social Emotional Learning (SEL) program called "Leader in Me." Per school leadership, this is an evidence-based model designed to build both leadership and life skills in students and promote trust with the school community.
- Continued use of Care Solace platform which is available to students, families, and staff.

Areas Noted for Further Growth and/or Improvement

School leadership has identified the following areas as "grows":

- Enrollment and outreach to facilitate growth.
- The current support for students with disabilities will be retiring and there will be a need to re-fill the role.
- Improve chronic absenteeism and ADA rate.
- Extracurricular Programs (e.g., sports, visual and performing art, language)
- Chromebook protection

Corrective Action Required

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

Notes: None

MSA-7:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2023

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS Summary of School Performance	RATING*
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1:</b> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students' immunization is kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> <li>• School Safety Plan</li> </ul> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Emergency Drill Calendar of type of drills, dates, and time of drill. Drills include earthquake &amp; take cover or drop, fire, and lockdown</li> <li>• Emergency procedures training for staff</li> <li>• Emergency provisions in each classroom</li> <li>• Two (2) Epi-pens and ten (10) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul> <p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Implementation of a school-wide Guided Math program, "in which all teachers engage in scheduled Guided Math instruction three times per week, with additional adult support from teacher aides, a second teacher, or a support provider."</li> <li>• Adoption of new Math curriculum called <i>Into Math</i></li> <li>• Increased professional development for ELD instructional strategies, including modeling and coaching by the ELD Coordinator for all teachers and staff</li> <li>• Intervention Teacher that provides targeted small group instruction in ELA and Math</li> <li>• MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff</li> <li>• During classroom observations, there was evidence of the following: Class-wide PBIS programs used as reinforcers and motivators; a safe and inclusive learning environment; use of positive verbal feedback during instruction to motivate engagement; differentiated instruction; intentional scaffolding; small group instruction; use of DLX; use of graphic organizers during writing instruction and practice; and the provision visual aids to support content.</li> </ul>	<p>4, Accomplished</p>
<p><b>O6:</b> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• In an effort to improve chronic absenteeism, leadership shared that the school is following the attendance and truancy policy with greater fidelity, following up with students and families using the Student Attendance Review Team (SART) Policies. Some incentives include perfect attendance semester raffles and end of the year raffle where student can earn prizes; classes competing to see who has the highest ADA % to win the Attendance Dolphin Trophy; and passing out perfect attendance Brag Tags for each student that has perfect attendance.</li> <li>• Continued implementation of Zones of Regulation.</li> <li>• Continue providing resources for counseling, social groups and/or therapy upon referrals from staff members or parents.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>School leadership has noted some areas for further growth. Some of those "Grows" include the following:</p> <ul style="list-style-type: none"> <li>• Improve English Language Arts proficiency rates</li> <li>• Improve quality of ELD instruction and proficiency of EL students</li> <li>• Increase MAP ELA scores by 8%</li> <li>• Increase SBAC ELA scores by 8%</li> <li>• Increase ELD students' language proficiency by 7%</li> </ul> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	

**MSA-BELL:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

**ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS**

**RATING\***

**Summary of School Performance**

**4, Accomplished**

Areas of Demonstrated Strength and/or Progress

**O1:** The school continues to have a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- Student Immunization and Health screening (records of students' immunization is kept in Infinite Campus), plus immunization guidelines
- Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)
- Emergency Drill Calendar with emergency activities from Fall 2022 thru Spring 2023

\*School leadership agreed to communicate with Orchard Academies regarding including MSA Bell leadership in the Integrated Safe School Plan (ISSP)\*

**O2:** The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- Emergency Drills Calendar
- Monthly co-location meetings with Orchard Academies administration and ongoing communication between each school regarding monthly emergency drills.
- Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place
- Emergency provisions in each classroom
- Three (3) Epi-pens and three (3) trained volunteers to administer if necessary
- Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff

**O3:** The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and providing ongoing professional development specific to student outcomes and key features as outlined in the charter as evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership. Some of the evidence includes the following:

- School was visited by Los Angeles County of Education (LACOE) on November 8, 2022. The letter indicated the following: "This letter is to inform you that LACOE determined a sufficiency of Instructional Materials exists in each of the specified classes visited during the review."
- Curriculum Map, Unit and Lesson plan examples
- WASC visit in February 2023
- StudySync and McGraw curriculums are being implemented along with MyOn and IXL. Summit is no longer being implemented.
- STEAM lab implementation

**O4:** The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership. Some of the evidence includes the following:

- The administrative team identified areas of improvement and developed a strategic action plan for improvement. Some of the areas of reflections and actions steps included incorporating more resources into the curriculums (McGraw Hill and StudySync) such as using IXL in ELA and Math during CORE time; continue interventions during Advisory, SDL, Saturday School, and the after-school program
- During the summer in-service, *“teachers participated in the creation of the curriculum maps that outlined IABs, NWEA assessment and other internal checkpoints to support the school’s data drive instruction practices. Teachers led data conversations with students.”*
- IXL will continue for 20 minutes per day in both ELA, Math, and Science instruction
- Continuation of using IABs to inform instruction by doing pre/post data analysis throughout the school year.
- Continuation of MyOn, IXL, and AR program but with more fidelity.
- Daily reading has been shifted to the end of the day to ensure that students’ tardiness or morning responsibilities (e.g., counseling, social talk club, etc.) do not interfere with at least 30 minutes of reading per day
- MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff
- ELA and Math classes are co-taught between general education and special education staff. Additionally, both general and special education staff co-plan lessons.
- During Self Directed Learning (SDL) block, students receive small group instruction twice a week to target skills that need further development

Areas Noted for Further Growth and/or Improvement

School leadership identified several “Grows.” Some include the following:

- Increase academic growth and ADA rate
- Teacher training to support SEL needs and Universal Design for Learning (UDL)
- Increased academic achievement (see summary for indicator O4 for more details)
- Increasing number of home visits

Corrective Action Required

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

Notes:

\*\*School leadership and the ESSA Grid reflects 10 new certificated staff members. During the 2021-2022 school year, school leadership shared the following regarding staffing:

- In ELA, there was one new teacher that started at the beginning of the school year. This teacher was brand new to the teaching profession.
- The 8<sup>th</sup> grade ELA teacher left in December of 2021 and a long-term substitute teacher was in place for the rest of the school year as the school was unable to find a replacement.
- A math teacher was out on leave during the second semester and a long-term substitute was in place for the remainder of the semester.
- Teacher attendance rates were lower, predominantly due to COVID-19 cases. Students struggled with having substitute teachers on a continual and long-term basis.



**FISCAL OPERATIONS**

**MSA-4:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 4's fiscal condition has been positive since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$1,349,016 and net income of \$127,069. The 2022-2023 Second Interim projected positive net assets of \$1,240,140 and a net loss of **(\$108,876)**.

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 4 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 4 pays annual management fees of \$25,480 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources, and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 4	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,322,729	\$908,289	\$1,221,947	\$1,349,016	\$1,240,140
Net Income / (Loss)	<b>(\$147,785)*</b>	<b>(\$414,439)**</b>	\$313,658	\$127,069	<b>(\$108,876)***</b>
Transfers In / Out	\$0	\$0	\$0	\$0	\$0

Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,475,263	\$1,317,106	\$1,137,866	\$1,105,035	\$1,019,351
Unrestricted Net Assets	\$1,322,729	\$908,289	\$1,221,947	\$1,349,016	\$940,375
Norm Enrollment Reported by the School	176	131	101	110	101
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	61.47%	58.39%	61.14%	46.30%	40.56%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	55.11%	40.26%	65.66%	56.52%	37.42%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	348.35%	236.83%	358.95%	340.22%	1396.35%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	28.23%	41.06%	26.57%	28.07%	6.78%

\*According to MERF's back office provider firm, DMS, the net loss of **(\$147,785)** as reflected in MSA 4's 2018-2019 Audited Financials was primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.

\*\*According to MERF's Controller, the net loss of **(\$414,439)** as reflected in MSA 4's 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school's 2019-2020 Norm Enrollment was 131 students).

\*\*\*Regarding the school's 2022-2023 Second Interim projected net loss of **(\$108,876)** as depicted in the Financial Highlights table above, MERF's Controller stated: "We projected deficit spending at 2<sup>nd</sup> Interim for MSA 4 due to the fact that Hold Harmless revenues were not included in the budget projections and

the information became available after our 2<sup>nd</sup> Interim reports were prepared as the LAUSD deadlines for submission were much earlier than our other partner authorizing entities.”

**Areas of Demonstrated Strength and/or Progress:**

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Declining Student Enrollment:**

The CSD compares charter schools’ Norm Enrollment year-by-year as part of the oversight review. The school’s reported Norm Enrollment was 176, 131, 101, 110, and 101 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 75 students (or 42.61%) since Fiscal Year 2018-2019. The school’s reported Norm Enrollment for Fiscal Year 2022-2023 is 101 students, which is 259 students (or approximately 71.94%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 360 students) per the school’s petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022. However, the school projects a net loss of **(\$108,876)** for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school’s Norm Enrollment history is summarized below.

Magnolia Science Academy 4’s Norm Day Enrollment History					
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	12	10	0	0	0
7th	9	14	0	0	0
8th	19	9	0	0	0

9 <sup>th</sup>	36	28	25	35	23
10 <sup>th</sup>	33	27	27	22	34
11 <sup>th</sup>	23	24	26	27	20
12 <sup>th</sup>	44	19	23	26	24
<b>Total Enrollment</b>	<b>176</b>	<b>131</b>	<b>101</b>	<b>110</b>	<b>101</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>(45)</b>	<b>(30)</b>	<b>9</b>	<b>(9)</b>
<b>Enrollment Growth/(Decrease) %</b>	<b>N/A</b>	<b>(25.6%)</b>	<b>(22.9%)</b>	<b>8.9%</b>	<b>(8.2%)</b>

When inquired as to what the organization is doing to increase enrollment, MERF stated: “The historical declining enrollment is a trend a variety of schools are facing across the state and country. Reasoning includes increased cost of living, declining birth rates, etc. There is a significant amount of collaboration that takes place between MPS [Magnolia Public Schools] staff and the community in order to meet the target enrollment numbers that have been noted. Magnolia Public Schools hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. This has been a significant challenge specifically during the ongoing pandemic as we have used a variety of outreach efforts and many families have had to be contacted using innovative virtual communication as opposed to traditional face to face recruitment events. Digital marketing is a new source of engagement with families and allows our families to connect with schools they may have inquiries for and related to specific learning programs. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Community School Coordinator (CSC) to serve as a liaison between families and the learning community. The CSC also serves as a resource advocate for our most in need families, as MSA 4 has 96.1% of its families considered socioeconomically disadvantaged and of the families at MSA 4 almost 1% are experiencing homelessness with the number increasing depending on life events. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over 25, 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot, and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years.” The CSD will continue to monitor MSA 4’s student enrollment through oversight.

**2. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions was selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated: "The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District's network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don't anticipate any late fees or other problems in the future."

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

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

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

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

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, during the 2018-2023 charter term [which, by operation of law, was extended to and expires June 30, 2025, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years], MSA 4 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA4 has complied with the benchmark cited above. In regard to SSCal's recommendation for consolidation of its three systems into one financial system, MERF stated: "The item was discussed in depth with [the MERF] board, and they have agreed to evaluate different vendors concerning cost, time implementation, etc. MERF will keep the CSD posted as more information becomes available in 2023-2024." The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above throughout the remainder of the school's 2018-2025 charter term.

**MSA-6:**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 6

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/14/2023

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 6's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$2,440,121 and net income of \$29,577. The 2022-2023 Second Interim projected positive net assets of \$2,061,539 and a net loss of (\$378,582).

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 6 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of (\$567,168). See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 6 pays annual management fees of \$25,900 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 6	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,814,289	\$1,851,544	\$2,410,544	\$2,440,121	\$2,061,539
Net Income / (Loss)	\$210,391	\$37,254	\$559,000	\$29,577	(\$378,582)*
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,719,960	\$2,024,300	\$2,037,758	\$2,434,523	\$1,888,182
Unrestricted Net Assets	\$1,596,334	\$1,851,544	\$2,410,544	\$2,440,121	\$1,813,555

Norm Enrollment Reported by the School	154	134	163	84	89
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	100.50%	116.73%	109.78%	131.16%	79.44%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	93.27%	106.77%	129.86%	131.46%	76.30%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1051.79%	534.19%	1019.43%	592.50%	2669.02%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	9.46%	18.36%	9.47%	16.51%	3.68%

\*Regarding the school's 2022-2023 Second Interim projected net loss of (\$378,582) as depicted in the Financial Highlights table above, MERF's Controller stated: "We projected deficit spending at 2<sup>nd</sup> Interim for MSA 6 due to the fact that Hold Harmless revenues were not included in the budget projections and the information became available after our 2<sup>nd</sup> Interim reports were prepared as the LAUSD deadlines for submission were much earlier than our other partner authorizing entities."

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted for further growth and/or improvement relating to MERF and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been

experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Declining Students Enrollment:**

The CSD compares charter schools' Norm Enrollment year-by-year as part of the oversight review. The school's reported Norm Enrollment was 154, 134, 163, 84 and 89 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 65 students (or 42.2%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 89 students, which is 103 students (or approximately 53.7%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 192 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022. However, the school projects a net loss of (\$378,582) for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school's Norm Enrollment history is summarized below.

Magnolia Science Academy 6's Norm Day Enrollment History					
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	54	33	49	19	33
7th	42	55	49	30	22
8th	58	46	65	35	34
<b>Total Enrollment</b>	154	134	163	84	89
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	1	(20)	29	(79)	5
<b>Enrollment Growth/(Decrease) (%)</b>	N/A	(13.0%)	21.6%	(48.5%)	6.0%

When inquired as to what the organization is doing to increase enrollment, MERF stated: "The projected MSA 6 enrollment for the upcoming 2023-24 school year is 120 students. MSA 6 is building their presence at their new school site location as well as developing new relationships within the community, which appear to be making progress. Since moving to the school site, the students who are attending feel safe and supported on the school site. The Principal, Vice Principal and Community School coordinator have all attended community events to engage with the greater Los Angeles community. The administration team at MSA 6 [has] a strong connection to the families and students and have grown as a community, starting as teachers, and now serving as school leaders. Students, Families and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of Health. Additionally, 95.6% of the MSA 6 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well-being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic



location. Ultimately, our goal is to meet the 300 student enrollment capacity in the upcoming years.” The CSD will continue to monitor the school’s enrollment through oversight.”

Enrollment/student attendance plays a vital role in the viability of a school and its ability to have not only a balanced budget, but robust and effective educational programs. The CSD will continue to monitor MSA 6’s student enrollment through oversight.

**2. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions were selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

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

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term [which, by operation of law, was extended to and expires June 30, 2026, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years], MSA 6 must meet the fiscal benchmark below in order to address the school’s fiscal operations concerns.

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

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

To date, MSA 6 has complied with the benchmark cited above. In regard to SSCal’s recommendation for consolidation of its three systems into one financial system, MERF stated: “The item was discussed in depth with [the MERF] board, and that they have agreed to evaluate different vendors concerning cost, time implementation etc. MERF will keep the CSD posted as more information becomes available in 2023-2024.” The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmark above throughout the remainder of the school’s 2019-2026 charter term.

**MSA-7:**

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 7's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$2,614,648 and net income of \$115,502. The 2022-2023 Second Interim projected positive net assets of \$2,994,117 and net income of \$379,469.

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 7 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 7 pays annual management fees of \$362,393 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 7	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,542,641	\$1,878,892	\$2,499,146	\$2,614,648	\$2,994,117
Net Income / (Loss)	\$44,445	\$336,252	\$620,254	\$115,502	\$379,469
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,314,944	\$1,632,981	\$1,421,162	\$1,783,300	\$1,985,042
Unrestricted Net Assets	\$1,532,858	\$1,878,892	\$2,499,146	\$2,614,648	\$2,171,628

Norm Enrollment Reported by the School	287	292	294	279	262
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	33.83%	46.02%	34.60%	38.12%	36.21%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	39.43%	52.95%	60.85%	55.89%	39.61%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	467.51%	281.38%	609.20%	348.72%	1338.43%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	19.51%	28.73%	13.58%	24.06%	5.69%

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions was selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

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

**Notes:**

**I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals do not mirror each other. MERF provided the following explanation for the significant variance between MSA 7's 2021-2022 audited and unaudited actuals:
  - a. A variance of \$261,678 in Total Revenues was primarily due to an increase in Hold Harmless Revenue Accrual of \$110K and STRS on behalf contributions of \$151K.
3. The school's reported Norm Enrollment was 287, 292, 294, 279, and 262 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 25 students (or 8.71%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 262 students, which is 30 students (or approximately 10.27%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 292 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022 and projected a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school's Norm Enrollment history is summarized below.

Magnolia Science Academy 7's Norm Day Enrollment History					
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK*					15
KND*	72	68	52	27	38
1	48	57	56	50	27
2	57	54	56	56	45
3	29	54	50	52	47
4	30	29	50	42	47
5	51	30	30	52	43
<b>Total Enrollment</b>	<b>287</b>	<b>292</b>	<b>294</b>	<b>279</b>	<b>262</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>(15)</b>	<b>(17)</b>

When inquired as to what the organization is doing to increase enrollment, MERF stated: "MSA 7 continues to build their presence through relationships within the community, which appear to be making progress. The site principal has a passion for working with families and supporting the vision for

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term [which, by operation of law, was extended to and expires June 30, 2026, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2026, inclusive, by two years], MSA 7 must meet the fiscal benchmark below in order to address the school's fiscal operations concerns.

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

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

To date, MSA 7 has complied with the benchmark cited above. In regard to SSCal's recommendation for consolidation of its three systems into one financial system, MERF stated: "The item was discussed in depth with [the MERF] board, and they have agreed to evaluate different vendors concerning cost, time implementation, etc. MERF will keep the CSD posted as more information becomes available in 2023-2024." The CSD will continue to monitor the school's progress and compliance with the fiscal benchmark above throughout the remainder of the school's 2019-2026 charter term.

**MSA-BELL:**

**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 8's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$6,432,844 and net income of \$320,025. The 2022-2023 Second Interim projected positive net assets of \$7,002,554 and net income of \$569,710.

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 8 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 8 pays annual management fees of \$793,661 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources, and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 8	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$4,235,561	\$4,787,947	\$6,112,819	\$6,432,844	\$7,002,554
Net Income / (Loss)	\$151,844	\$552,388	\$1,324,872	\$320,025	\$569,710
Transfers In / Out	\$0	\$0	\$0	\$0	\$0

Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,529,656	\$3,014,092	\$3,386,788	\$3,937,972	\$5,342,443
Unrestricted Net Assets	\$4,235,561	\$4,787,947	\$6,112,819	\$6,432,844	\$5,325,877
Norm Enrollment Reported by the School	470	481	441	393	384
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	45.09%	55.13%	58.17%	59.23%	73.43%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	75.49%	87.57%	105.00%	96.75%	73.20%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	657.50%	482.15%	845.67%	714.02%	1170.53%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	14.90%	20.48%	11.20%	13.27%	8.30%
<b>Areas of Demonstrated Strength and/or Progress:</b>					
1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.					
<b>Areas Noted for Further Growth and/or Improvement:</b>					
No significant items noted.					
<b>Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).</b>					

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Credit Card Transactions – Late Fees**

Based on the CSD's review of the school's credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions were selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

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3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD's observations above, MERF's Chief Financial Officer (CFO) stated: "The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District's network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don't anticipate any late fees or other problems in the future."

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

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

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

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



5. **Impact:**

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 teams review those reports very carefully. It is critically important to have positive oversight reports from our authorizers and to act on their feedback for continuous improvement of our schools and systems. The Home Office will continue to provide the board with any oversight report and feedback from the authorizers' visits.

6. **Budget Implications:**

N/A

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

- Oversight Visit Report for MSA-4, 6, 7, and Bell



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2022-2023 SCHOOL YEAR** **FOR**

**MAGNOLIA SCIENCE ACADEMY 4 - 8011**

Name and Location Code of Charter School

#### LAUSD Vision

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

#### CSD Mission

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

#### CSD Core Values

We believe that our success depends on:

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

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



<b>Charter School Name:</b>	<b>Magnolia Science Academy 4 (MSA4)</b>			<b>Location Code:</b>	<b>8011</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
<b>1330 W. Graham Place B-9</b>	<b>Los Angeles</b>	<b>90064</b>	<b>310-473-2464</b>	<b>310-473-2416</b>	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
<b>July 1, 2018 to June 30, 2025</b>	<b>4</b>		<b>West</b>		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 253</b>	
<b>107</b>	<b>360</b>				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 70.28%</b>	
<b>9-12</b>	<b>6-12</b>				
<b>Norm Enrollment Number:</b>	<b>101</b>				
<b>Total Number of Staff Members:</b>	<b>18</b>	<b>Certificated:</b>	<b>9</b>	<b>Classified:</b>	<b>9</b>
<b>Charter School's Leadership Team Members:</b>	<b>Musa Avsar, Principal; Elizabeth Veloz, Asst. Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, Director of Education Services.; Jason Hernandez, Director of Student Services; Alfredo Rubalcava, CEO (via zoom); Traci Waller-Lewin, Director of Math Programs; David Yilmaz, Chief Accountability Officer (via zoom); Kati Mann, Director of ELA/ELD Programs; Marilyn Lopez, College Counselor</b>				
<b>Charter School's Contact for Special Education:</b>	<b>Lisa Kirkey</b>	<b>SELPA &amp; Option:</b>		<b>LAUSD Option 3</b>	
<b>CSD Assigned Administrator:</b>	<b>Yolanda Jordan</b>	<b>CSD Fiscal Services Manager:</b>		<b>Betty Chong</b>	
<b>Other School/CSD Team Members:</b>	<b>N/A</b>				
<b>Oversight Visit Date(s):</b>	<b>March 28, 2023</b>		<b>Fiscal Review Date (if different):</b>	<b>February 22, 2023</b>	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	<b>Yes, Prop 39</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	<b>Webster Middle School</b>	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	<b>N/A</b>		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	<b>N/A</b>	

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



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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership as evidenced by information in Binder 1, and Board agendas and minutes.</p> <ul style="list-style-type: none"> <li>• Per the Board minutes from the February 24, 2022, the Board approved the amended and restated Magnolia Public Schools bylaws stating the following reason: <i>“It reflected the addition of AB 824 language of a student serving and as Student Board Member on the Board of Directors and the Board’s authority in creating one or more advisory committees composed of directors and non-directors under Article VII of the Bylaws.”</i></li> </ul> <p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by information in Binder 1, website, and Board meeting agendas.</p> <ul style="list-style-type: none"> <li>• Brown Act training commenced on August 22, 2022</li> </ul> <p><b>G3:</b> The Governing Board continues to have well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced by information in the Binder 1, leadership discussion, and the website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Uniform Complaints Procedures (UCP)</li> <li>• MPS Employee Handbook</li> <li>• Student/Parent Handbook</li> </ul> <p><b>G4:</b> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, and evaluation criteria) as evidenced by information in Binder 1, leadership discussion, Board meeting agendas and minutes, Board meeting documents, and website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Regular academic updates by the Chief Academic Officer</li> <li>• Presentations by each individual school in the form of “Grows, Glows, and Priorities.”</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u> None</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
Notes: None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

***\*NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



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

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

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

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





**G2: BROWN ACT - QUALITY INDICATOR #2**

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

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



**G3: DUE PROCESS - QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

<i>The Governing Board has systems in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> <li>• Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>• Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders</li> <li>• Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: <b>(B1.14a)</b> <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b> <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14b)</b> <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) <b>(B1.14c)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5**

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



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6**

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A6:</b> The schoolwide Dashboard Suspension Rate Indicator Status is Medium at 2.5% and below the statewide percentage at 3.1%</p> <p><b>*A7:</b> Although there is no School 2022 Status Level for the Graduation Rate Indicator (27 students), 96.3% of student graduated in 2022.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.</p> <p>A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-</p>	



2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

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

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

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***





**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High</p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”)</p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low</p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low</p> <p><input checked="" type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard</p>	<p><input type="checkbox"/> California School Dashboard Report (CDE)</p> <p><input type="checkbox"/> LAUSD Office of Data &amp; Accountability’s Data Set (B2.1)</p> <p><input type="checkbox"/> Other: (Specify)</p>

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High</p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS</p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low</p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low</p> <p><input checked="" type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard</p>	<p><input type="checkbox"/> California School Dashboard Report (CDE)</p> <p><input type="checkbox"/> LAUSD Office of Data &amp; Accountability’s Data Set (B2.1)</p> <p><input type="checkbox"/> Other: (Specify)</p>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input checked="" type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

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



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

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low</li> <li><input checked="" type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li> <li><input checked="" type="checkbox"/> Parent-Student Handbook or other documentation of school's graduation requirements (B2.5)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9**

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2021-2022 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board <b>(B3.2i)</b>

**A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

**Academic Progress Indicator(s) for the 2021-2022 School Year:**

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 9-11	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 9-11	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school disaggregated student performance data for the following student groups: Latino and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

**Postsecondary Outcomes (high school only):**

- The charter school uses the National Student Clearinghouse Student Tracker data source and did not include the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.
- The charter school included the number of eligible students and missing or non-participating students.
- The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

**Notes: School continues to utilize NWEA MAP as its verified data source. Per MAP data in ELA and Math, all 11<sup>th</sup> grade students and student groups achieved one year’s growth as indicated in the Conditional Growth Index (CGI). MSA 4, per the assessments, have no numerically significant student groups (30 or more students tested).**

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

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

**Academic Benchmarks and status:**

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

- The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in ELA as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher. **Status: No update due to only one year of SBAC data and therefore no assigned performance color. Specialist will monitor targeted benchmark area as part of oversight.**
- The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

**Median, with the goal of achieving and maintain the “Green” performance level or higher. Status: No update due to only one year of SBAC data and therefore no assigned performance color. Specialist will monitor targeted benchmark area as part of oversight.**



**LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP</li> <li><input checked="" type="checkbox"/> 2022-2023 Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>
Notes:	
N/A	





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1:</b> The school continues to have a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students’ immunization is kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> </ul> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Emergency Drill Evaluation worksheets for August 2022 through January 2023</li> <li>• Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place</li> <li>• Emergency provisions in each classroom</li> <li>• Two (2) Epi-pens and three (3) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul> <p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• “Some of the new practices and systems we have implemented this year in order to support these goals include, power Math, and ELA supports through the use of IXL math and MyON Reading during advisory class. Students are given a total of 90 minutes a week for each submit in order to develop their skills further in an independent manner based on their adaptive and performance skill level.”</li> <li>• SBAC preparation on Wednesdays in small groups, with assistance from the core subject teacher, Special Education Coordinator, paraprofessionals, UCLA volunteers, and administrators.</li> <li>• During Study Hour, some students are pulled out to provide academic intervention</li> <li>• Standards-based instruction, checking for understanding, and student engagement was observed during the classroom observations.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>School leadership shared some grows/priorities that include the following:</p> <ul style="list-style-type: none"> <li>• Increase Advanced Placement (AP) assessment passing rate</li> <li>• Decrease Chronic Absenteeism</li> <li>• Decrease Student Suspensions</li> </ul>	



- Increase enrollment
  - Increase number of students taking a dual enrollment course
  - Increase English Learner Reclassification
- Corrective Action Required  
None noted that require immediate action to remedy concerns indicated in this report.

Notes:  
None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*



**O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1**

*The school has implemented school health and safety plans and procedures that ensure:*

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.  
(**Note:** For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

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



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

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol). School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691 .
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1g)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.1i)</b> <input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.1j)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.2i, B3.2j, B3.2k</b> ) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) ( <b>B3.2a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.2b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.2c</b> ) ( <b>new schools only</b> ) <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.2d</b> ) <input checked="" type="checkbox"/> UC Doorways course approval documentation ( <b>B3.2e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.3c</b> ) <input checked="" type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements ( <b>B3.2g</b> ) <input checked="" type="checkbox"/> Mathematics Placement Assessment (school serving 9 <sup>th</sup> graders) ( <b>B3.2m</b> ) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Documentation of intervention and support for all students <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Master Plan for English Learners <b>(B3.2i)</b></li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B3.2k)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.3a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.3a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.3a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3a and B3.3c)</b> <input type="checkbox"/> Intervention and support for students with disabilities <b>(B3.2j)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.3a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.3b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.3b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Professional development training materials <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.3e)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> <li>• Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution</li> <li>• UCP and all complaint procedures</li> <li>• Title IX information is available in applicable languages as required by law</li> <li>• Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students</li> <li>• Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428</li> <li>• Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (<b>high schools only</b>)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



Performance

- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
- The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
- The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
- The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website

- UCP Procedure and Forms (B1.11)
- Complaint Procedure and Forms (B1.12)
- Review of the following information posted to the school’s website (B3.3e):
  - LCAP, per Ed. Code § 47606.5(h)
  - Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
- Website posting required per Ed. Code § 234.6 (B3.3e):
  - Policy on Pupil Suicide Prevention
  - Title IX information, including a link to CDE’s Title IX website
  - Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
    - Anti-cyberbullying procedures
    - Social media anti-bullying procedures
    - Link to statewide resources including community based organizations compiled by CDE
- Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e)
- Access to approved charter (B3.3e)
- Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e):
  - Financial Audit
  - Student Demographics
- Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e)
- Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e)
- Notification of access to available mental health services (B3.3e)
- School website (B3.3e)



	<input type="checkbox"/> Other: (Specify)
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>• Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Staff roster <b>(B3A.1b)</b></li> <li><input checked="" type="checkbox"/> School master schedule <b>(B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/28/2023

8011	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 4</b>															
Cash and Cash Equivalents		690,960	1,161,728	1,317,106	1,317,106		767,223	1,146,221	1,137,866	1,137,866		1,258,831	1,275,763	1,105,035	1,105,035
Current Assets		727,529	1,221,064	1,426,748	1,498,792		1,006,842	1,421,537	1,587,176	1,587,177		1,698,276	1,695,418	1,709,111	1,790,655
Fixed and Other Assets		11,490	45,571	42,347	42,347		39,282	39,675	76,947	76,947		69,518	83,435	84,691	84,691
<b>Total Assets</b>		739,019	1,266,635	1,469,095	1,541,139		1,046,124	1,461,212	1,664,123	1,664,124		1,767,794	1,778,853	1,793,802	1,875,346
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		97,400	603,183	755,624	632,850		121,046	483,597	442,176	442,177		460,930	614,151	526,329	526,330
Other Long Term Liabilities		0	0	0	0		229,930	229,930	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		97,400	603,183	755,624	632,850		350,976	713,527	442,176	442,177		460,930	614,151	526,329	526,330
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>641,619</b>	<b>663,452</b>	<b>713,471</b>	<b>908,289</b>		<b>695,148</b>	<b>747,685</b>	<b>1,221,947</b>	<b>1,221,947</b>		<b>1,306,864</b>	<b>1,164,702</b>	<b>1,267,473</b>	<b>1,349,016</b>
Total Revenues	2,206,692	1,674,967	1,672,714	1,546,842	1,841,343	1,614,498	1,864,773	1,871,247	2,078,269	2,174,600	2,252,869	2,106,813	2,237,100	2,321,160	2,513,884
Total Expenditures	2,182,703	2,356,076	2,331,990	2,156,099	2,255,782	1,611,183	1,883,096	1,837,033	1,764,611	1,860,942	2,238,257	2,021,896	2,294,345	2,275,635	2,386,815
<b>Net Income / (Loss)</b>	23,989	<b>(681,109)</b>	<b>(659,276)</b>	<b>(609,257)</b>	<b>(414,439)</b>	3,315	<b>(18,323)</b>	34,214	313,658	313,658	14,612	84,917	<b>(57,245)</b>	45,525	127,069
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	23,989	<b>(681,109)</b>	<b>(659,276)</b>	<b>(609,257)</b>	<b>(414,439)</b>	3,315	<b>(18,323)</b>	34,214	313,658	313,658	14,612	84,917	<b>(57,245)</b>	45,525	127,069
Net Assets, Beginning	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	713,471	908,289	942,503	1,221,947	1,221,947	1,221,948	1,221,947
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	194,818	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	882,995	1,322,728	1,322,728	1,322,728	1,322,728	663,452	713,471	713,471	908,289	908,289	942,503	1,221,947	1,221,947	1,221,948	1,221,947
<b>Net Assets, End</b>	<b>906,984</b>	<b>641,619</b>	<b>663,452</b>	<b>713,471</b>	<b>908,289</b>	<b>666,767</b>	<b>695,148</b>	<b>747,685</b>	<b>1,221,947</b>	<b>1,221,947</b>	<b>957,115</b>	<b>1,306,864</b>	<b>1,164,702</b>	<b>1,267,473</b>	<b>1,349,016</b>
Unrestricted Net Assets		638,315	660,148	645,587	908,289		695,148	667,279	1,171,879	1,221,947		1,201,128	948,885	1,188,556	1,349,016
Restricted Net Assets		3,304	3,304	67,884	0		0	80,406	50,068	0		105,736	215,817	78,917	0

8011	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy 4</b>										
Cash and Cash Equivalents	1,475,263	1,317,106	1,137,866	1,105,035	0		1,535,580	1,019,351	0	0
Current Assets	1,812,120	1,498,792	1,587,177	1,790,655	0		1,713,350	1,259,786	0	0
Fixed and Other Assets	30,803	42,347	76,947	84,691	0		73,723	70,575	0	0
<b>Total Assets</b>	1,842,923	1,541,139	1,664,124	1,875,346	0		1,787,073	1,330,361	0	0
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0
Current Liabilities	520,194	632,850	442,177	526,330	0		492,216	90,220	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	520,194	632,850	442,177	526,330	0		492,216	90,220	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>1,322,729</b>	<b>908,289</b>	<b>1,221,947</b>	<b>1,349,016</b>	<b>0</b>		<b>1,294,857</b>	<b>1,240,141</b>	<b>0</b>	<b>0</b>
Total Revenues	2,252,250	1,841,343	2,174,600	2,513,884	0	2,478,872	2,602,072	2,404,353	0	0
Total Expenditures	2,400,035	2,255,782	1,860,942	2,386,815	0	2,411,735	2,574,687	2,513,229	0	0
<b>Net Income / (Loss)</b>	<b>(147,785)</b>	<b>(414,439)</b>	313,658	127,069	0	67,137	27,385	<b>(108,876)</b>	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>(147,785)</b>	<b>(414,439)</b>	313,658	127,069	0	67,137	27,385	<b>(108,876)</b>	0	0
Net Assets, Beginning	1,470,514	1,322,728	908,289	1,221,947	0	1,268,735	1,267,472	1,267,472	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	81,545	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,470,514	1,322,728	908,289	1,221,947	0	1,268,735	1,267,472	1,349,017	0	0
<b>Net Assets, End</b>	<b>1,322,729</b>	<b>908,289</b>	<b>1,221,947</b>	<b>1,349,016</b>	<b>0</b>	<b>1,335,872</b>	<b>1,294,857</b>	<b>1,240,141</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	1,322,729	908,289	1,221,947	1,349,016	0		1,135,892	940,375	0	0
Restricted Net Assets	0	0	0	0	0		158,965	299,766	0	0



**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 4’s fiscal condition has been positive since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$1,349,016 and net income of \$127,069. The 2022-2023 Second Interim projected positive net assets of \$1,240,140 and a net loss of **(\$108,876)**.

According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2022, MSA 4 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 4 pays annual management fees of \$25,480 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources, and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 4	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,322,729	\$908,289	\$1,221,947	\$1,349,016	\$1,240,140
Net Income / (Loss)	<b>(\$147,785)*</b>	<b>(\$414,439)**</b>	\$313,658	\$127,069	<b>(\$108,876)***</b>
Transfers In / Out	\$0	\$0	\$0	\$0	\$0





Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,475,263	\$1,317,106	\$1,137,866	\$1,105,035	\$1,019,351
Unrestricted Net Assets	\$1,322,729	\$908,289	\$1,221,947	\$1,349,016	\$940,375
Norm Enrollment Reported by the School	176	131	101	110	101
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	61.47%	58.39%	61.14%	46.30%	40.56%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	55.11%	40.26%	65.66%	56.52%	37.42%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	348.35%	236.83%	358.95%	340.22%	1396.35%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	28.23%	41.06%	26.57%	28.07%	6.78%

\*According to MERF’s back office provider firm, DMS, the net loss of (\$147,785) as reflected in MSA 4’s 2018-2019 Audited Financials was primarily due to: 1) The increase in program costs as a result of additional staff positions purchased (Spanish Teacher, School Psychologist, and Special Education Aide) during the 2018-2019 fiscal year; and 2) The drop in Federal and Other State Revenues.

\*\*According to MERF’s Controller, the net loss of (\$414,439) as reflected in MSA 4’s 2019-2020 Audited Financials was primarily due to the school not meeting its enrollment target of 176 students (the school’s 2019-2020 Norm Enrollment was 131 students).

\*\*\*Regarding the school’s 2022-2023 Second Interim projected net loss of (\$108,876) as depicted in the Financial Highlights table above, MERF’s Controller stated: “We projected deficit spending at 2<sup>nd</sup> Interim for MSA 4 due to the fact that Hold Harmless revenues were not included in the budget projections and



the information became available after our 2<sup>nd</sup> Interim reports were prepared as the LAUSD deadlines for submission were much earlier than our other partner authorizing entities.”

**Areas of Demonstrated Strength and/or Progress:**

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Declining Student Enrollment:**

The CSD compares charter schools’ Norm Enrollment year-by-year as part of the oversight review. The school’s reported Norm Enrollment was 176, 131, 101, 110, and 101 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 75 students (or 42.61%) since Fiscal Year 2018-2019. The school’s reported Norm Enrollment for Fiscal Year 2022-2023 is 101 students, which is 259 students (or approximately 71.94%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 360 students) per the school’s petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022. However, the school projects a net loss of (\$108,876) for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school’s Norm Enrollment history is summarized below.

Magnolia Science Academy 4’s Norm Day Enrollment History					
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	12	10	0	0	0
7th	9	14	0	0	0
8th	19	9	0	0	0



9 <sup>th</sup>	36	28	25	35	23
10 <sup>th</sup>	33	27	27	22	34
11 <sup>th</sup>	23	24	26	27	20
12 <sup>th</sup>	44	19	23	26	24
<b>Total Enrollment</b>	<b>176</b>	<b>131</b>	<b>101</b>	<b>110</b>	<b>101</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>(45)</b>	<b>(30)</b>	<b>9</b>	<b>(9)</b>
<b>Enrollment Growth/(Decrease) %</b>	<b>N/A</b>	<b>(25.6%)</b>	<b>(22.9%)</b>	<b>8.9%</b>	<b>(8.2%)</b>

When inquired as to what the organization is doing to increase enrollment, MERF stated: “The historical declining enrollment is a trend a variety of schools are facing across the state and country. Reasoning includes increased cost of living, declining birth rates, etc. There is a significant amount of collaboration that takes place between MPS [Magnolia Public Schools] staff and the community in order to meet the target enrollment numbers that have been noted. Magnolia Public Schools hired the Chief External Officer (CXO) to improve systems and practices related to the enrollment process as outlined in the charter petition element 7. This has been a significant challenge specifically during the ongoing pandemic as we have used a variety of outreach efforts and many families have had to be contacted using innovative virtual communication as opposed to traditional face to face recruitment events. Digital marketing is a new source of engagement with families and allows our families to connect with schools they may have inquiries for and related to specific learning programs. Additionally, MSA 4 is focused on building a continued presence in the community and has hired a Community School Coordinator (CSC) to serve as a liaison between families and the learning community. The CSC also serves as a resource advocate for our most in need families, as MSA 4 has 96.1% of its families considered socioeconomically disadvantaged and of the families at MSA 4 almost 1% are experiencing homelessness with the number increasing depending on life events. MSA 4 is also working to establish and sustain a close relationship with the MSA 6 site to serve as a feeder school for MSA 4 which has a 9-12 high school program. This school year over 25, 8th graders from MSA 6 enrolled at MSA 4. Because of the learning opportunities through the pandemic, we are able to pivot, and with all these efforts and systems in place we are confident in reaching the capacity enrollment of 360 students in the out years.” The CSD will continue to monitor MSA 4’s student enrollment through oversight.

**2. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions was selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.



Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191,.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

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



**Notes:**

**I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. A Segregation of Duties (SOD) review was conducted in person at MSA 6. No discrepancies were noted.
4. Reviewed 31 checks (and 10 electronic credit/debit transactions). No discrepancies were noted.
5. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 through September 2022 for sample testing. No discrepancies were noted.
6. Reviewed 24 credit card statements from March 2022 through August 2022. Selected the months of March 2022 through August 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.

**II. Review of 2022-2023 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.



13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide in Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third party provider), documenting all checks and electronic debit transactions for the prior 12 months (October 2021 - September 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (March 2022 - August 2022) were provided. The CSD's observations were noted under the Other Observations section above.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (April 2022 - September 2022), and d) (If applicable) A list of all debit cards were provided. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements, and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.



- 28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
- 29. Disclosure of legal issues was provided. MERF provided documentation regarding seven pending legal matters. Two of these claims are related to Free Appropriate Public Education (FAPE), four of these claims are related to property crimes and/or employment-related disputes, and one of the claims identified an additional employee matter under review. The filing dates for these claims ranged from Fiscal Year 2019-2020 through Fiscal Year 2021-2022. MERF asserted that the pending legal matters would not have a material fiscal impact on the LAUSD authorized charter schools, as the claims do not apply to any of the LAUSD authorized charter schools. MERF asserted that all these matters are covered by MERF’s insurance and that they would not have a material impact on the organization or its affiliated parties.
- 30. Regarding MERF’s Net Loss of **(\$567,168)** as noted in the introductory section of Fiscal Operations above, MERF stated: “We continued to provide support to our school sites during the pandemic and did deficit spending at the Home Office during the 2021-22 fiscal year. The deficit spending was intentional in order to support academic programs; MERF maintains sufficient reserves that exceed minimum required levels.”

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

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, during the 2018-2023 charter term [which, by operation of law, was extended to and expires June 30, 2025, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years], MSA 4 must meet the fiscal benchmark below in order to address the school’s fiscal operations concerns.

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

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

To date, MSA4 has complied with the benchmark cited above. In regard to SSCal’s recommendation for consolidation of its three systems into one financial system, MERF stated: “The item was discussed in depth with [the MERF] board, and they have agreed to evaluate different vendors concerning cost, time implementation, etc. MERF will keep the CSD posted as more information becomes available in 2023-2024.” The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmark above throughout the remainder of the school’s 2018-2025 charter term.



**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><i><b>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></b></i></p>	<p><i><b>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></b></i></p>
<p><i><b><u>Existing Schools (based on the most current annual audit):</u></b></i></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> </ol>	<p><i><b><u>Existing Schools (based on the most current annual audit):</u></b></i></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>





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

- 11. There is no apparent conflict of interest;
- 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);

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

- 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);



<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>	

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



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

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

- income, and submitted a revised viable three-year budget and three-year cash flow projections;
- 4. Governing Board adopts the annual budget;
- 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
- 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 7. The most current governing board-approved LCAP is posted on the charter school’s website; and
- 8. The LCAP is submitted to the appropriate agencies.

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

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

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2022-2023 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 6 - 8013**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

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



<b>Charter School Name:</b>	<b>Magnolia Science Academy 6 (MSA6)</b>			<b>Location Code:</b>	<b>8013</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
745 S. Wilton Place	Los Angeles	90005	310-842-8555	310-310-842-8558	
<b>Current Term of Charter<sup>1</sup>:</b>		<b>LAUSD Board District:</b>	<b>LAUSD Region:</b>		
July 1, 2019 to June 30, 2026		1	West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 206</b>	
94	300				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 68.67%</b>	
6-8	6-8				
<b>Norm Enrollment Number:</b>	89				
<b>Total Number of Staff Members:</b>	14	<b>Certificated:</b>	8	<b>Classified:</b>	6
<b>Charter School's Leadership Team Members:</b>	James Choe, Principal; Jacob Theis, Assistant Principal; Erdinc Acar, CAO; Suat Acar, COO; Jason Hernandez, Director of Student Services; Katie Mann, Director of EL and ELA Programs; Krystal Zavala, Special Programs Coordinator				
<b>Charter School's Contact for Special Education:</b>	Dr. Artis Callaham, Director of Special Education and Support Services	<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Services Manager:</b>		Betty Chong	
<b>Other School/CSD Team Members:</b>	None				
<b>Oversight Visit Date(s):</b>	March 14, 2023	<b>Fiscal Review Date (if different):</b>		February 22, 2023	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Prop 39	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		Wilton Place Elementary	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>		N/A	

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

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by information in Binder 1, website, and Board meeting agendas.</p> <ul style="list-style-type: none"> <li>• Brown Act training commenced on August 22, 2022</li> </ul>	
<p><b>G3:</b> The Governing Board continues to have well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced by information in the Binder 1, leadership discussion, and the website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Uniform Complaints Procedures (UCP)</li> <li>• MPS Employee Handbook</li> <li>• Student/Parent Handbook</li> </ul>	
<p><b>G4:</b> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, and evaluation criteria) as evidenced by information in Binder 1, leadership discussion, Board meeting agendas and minutes, Board meeting documents, and website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Regular academic updates by the Chief Academic Officer</li> <li>• Presentations by each individual school in the form of “Grows, Glows, and Priorities.”</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
<p>None</p>	
<u>Corrective Action Required</u>	
<p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	
<p><b>*NOTE:</b> A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).</p>	





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

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

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

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



**G2: BROWN ACT - QUALITY INDICATOR #2**

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

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



**G3: DUE PROCESS - QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

<i>The Governing Board has systems in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> <li>• Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>• Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders</li> <li>• Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: <b>(B1.14a)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14b)</b></li> <li><input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) <b>(B1.14c)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5**

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



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6**

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The schoolwide Dashboard ELA Indicator Status is Medium and above statewide Distance From Standard (“DFS”) in ELA.</p> <ul style="list-style-type: none"> <li>Per the CDE, the school’s DFS is 9.8, compared to the state at -12.2</li> </ul> <p><b>A6:</b> The schoolwide Dashboard Suspension Rate Indicator Status is Low and below the statewide percentage.</p> <ul style="list-style-type: none"> <li>Per the CDE, 1.0% of students were suspended at least once, compared to the state at 3.1%</li> </ul> <p><b>A8:</b> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS in ELA.</p> <ul style="list-style-type: none"> <li>Per the CDE, the school has two (2) numerically significant student groups. The following indicates each student group’s 2022 average DFS and comparison to the state:               <ul style="list-style-type: none"> <li>Latino: 9.5, compared to the state at -38.6</li> <li>Socioeconomically Disadvantaged: 7.6, compared to the state at -41.4</li> </ul> </li> </ul> <p><b>A9:</b> All numerically significant student groups have “Status/DFS” scores above the statewide DFS in Math.</p> <ul style="list-style-type: none"> <li>The following indicates each student group’s 2022 average DFS and comparison to the state:               <ul style="list-style-type: none"> <li>Latino: -50.9, compared to the state at -83.4</li> <li>Socioeconomically Disadvantaged: -54.8, compared to the state at -84.0</li> </ul> </li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A2:</b> The schoolwide Dashboard Math Indicator Status is Low but above the statewide DFS in Math.</p> <ul style="list-style-type: none"> <li>Per the CDE, the school’s DFS is -50.8, compared to the state at -51.7</li> </ul> <p><b>A5:</b> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High.</p> <p><b>* PLEASE SEE SUMMARY IN OPERATIONS SECTION FOR INFORMATION RELATED TO INDICATORS A2 AND A5*</b></p>	





Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***



**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input checked="" type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

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



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

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low</li> <li><input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li> <li><input type="checkbox"/> Parent-Student Handbook or other documentation of school's graduation requirements (B2.5)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9**

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2021-2022 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board <b>(B3.2i)</b>

**A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12**

<p>The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.</p> <p>The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (<u>Approved List</u>). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.</p>			
<p><b>The information below is based on charter school's self-reported data and will not be scored.</b></p>			
<p><b><u>Academic Progress Indicator(s) for the 2021-2022 School Year:</u></b></p>			
Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met



Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school disaggregated student performance data for the following student groups: Latino and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

**Postsecondary Outcomes (high school only):**

- The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.
- The charter school Choose an item. the number of eligible students and missing or non-participating students.
- The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

**Notes: The school administers MAP by NWEA three (3) times per year. The MAP publisher report submitted showed growth comparison from Fall 2021 to Spring 2022. Overall, the end of the year Conditional Growth Index (CGI) for all students (grades 6, 7, and 8) and numerically significant student groups (Latino and Socioeconomically Disadvantaged) indicate a CGI of more than 0.00, which reflects one year’s growth in Math and Reading.**

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

N/A



**LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP</li> <li><input checked="" type="checkbox"/> 2022-2023 Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>
<b>Notes:</b>	
N/A	





ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1:</b> The school continues to have a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students immunization are kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> <li>• Integrated Safety School Plan</li> </ul> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Emergency Drill Evaluation worksheets for August 2022 through January 2023</li> <li>• Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place</li> <li>• Emergency provisions in each classroom</li> <li>• Two (2) Epi-pens and four (4) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul> <p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• All homeroom classes are utilizing IXL for skill development in Math and ELA</li> <li>• Block schedule on Wednesdays to allow more time for students in ELA and Math</li> <li>• Monitoring of students with 2 or more failing grades (they are pulled out of P.E. up to four times per week to work directly with teachers for additional tutoring and support).</li> <li>• Incentivize students with the “Winter and Spring Olympics,” which are competitions focused on growth and improvement in IXL, myOn, attendance, and behavior.</li> <li>• 6<sup>th</sup> grade students were tested for GATE on 12/14/22.</li> <li>• MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff.</li> </ul> <p><b>O6:</b> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p>	



- In an effort to improve chronic absenteeism, the school is targeting the students with ongoing absenteeism and truancy issues, specifically students with disabilities and English Learners, by making home visits. Additionally, students with positive attendance are rewarded through PBIS assemblies each month and twice per year, the school has competitions that honor attendance by giving merits each day to grade levels that have the highest average attendance.
- The school is piloting a Social Emotional Learning (SEL) program called “Leader in Me.” Per school leadership, this is an evidence-based model designed to build both leadership and life skills in students and promote trust with the school community.
- Continued use of Care Solace platform which is available to students, families, and staff.

Areas Noted for Further Growth and/or Improvement

School leadership has identified the following areas as “grows”:

- Enrollment and outreach to facilitate growth.
- The current support for students with disabilities will be retiring and there will be a need to re-fill the role.
- Improve chronic absenteeism and ADA rate.
- Extracurricular Programs (e.g., sports, visual and performing art, language)
- Chromebook protection

Corrective Action Required

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

Notes: None

**\*NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***
- ***A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.***



**O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1**

*The school has implemented school health and safety plans and procedures that ensure:*

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.  
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b> <input type="checkbox"/> Certificate(s) of Occupancy or equivalent <b>(B3.1b)</b> <input checked="" type="checkbox"/> Student immunization <b>(B3.1h)</b> <input checked="" type="checkbox"/> Health screening <b>(B3.1h)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1c)</b> <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.1k)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol). School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691 .
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1g)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.1i)</b> <input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.1j)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter.</li> <li><input checked="" type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (<b>B3.2i, B3.2j, B3.2k</b>)</li> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (<b>B3.2a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.2b</b>)</li> <li><input type="checkbox"/> Technology readiness to administer CAASPP assessments (<b>B3.2c</b>) (<b>new schools only</b>)</li> <li><input checked="" type="checkbox"/> WASC accreditation (<b>B3.2d</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3.2e</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.3c</b>)</li> <li><input type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (<b>B3.2g</b>)</li> <li><input type="checkbox"/> Mathematics Placement Assessment (school serving 9<sup>th</sup> graders) (<b>B3.2m</b>)</li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) <b>(B3.2a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Documentation of intervention and support for all students <b>(B3.2j)</b> <input checked="" type="checkbox"/> Master Plan for English Learners <b>(B3.2i)</b> <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <b>(B3.2j)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B3.2k)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

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

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA</li> <li><input type="checkbox"/> Charter school does not participate in LAUSD's SELPA</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input type="checkbox"/> District Validation Review (DVR) <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.3a and B3.3c)</b></li> <li><input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</li> <li><input checked="" type="checkbox"/> Other special education documentation <b>(B3.3a)</b></li> <li><input type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.3b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.3b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Professional development training materials <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.3d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.3d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.3d)</b> <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison <b>(B3.3d)</b> <input checked="" type="checkbox"/> School website <b>(B3.3e)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> <li>• Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution</li> <li>• UCP and all complaint procedures</li> <li>• Title IX information is available in applicable languages as required by law</li> <li>• Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students</li> <li>• Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428</li> <li>• Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (<b>high schools only</b>)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



Performance

- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
- The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
- The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
- The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website

- UCP Procedure and Forms (B1.11)
- Complaint Procedure and Forms (B1.12)
- Review of the following information posted to the school’s website (B3.3e):
  - LCAP, per Ed. Code § 47606.5(h)
  - Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
- Website posting required per Ed. Code § 234.6 (B3.3e):
  - Policy on Pupil Suicide Prevention
  - Title IX information, including a link to CDE’s Title IX website
  - Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
    - Anti-cyberbullying procedures
    - Social media anti-bullying procedures
    - Link to statewide resources including community based organizations compiled by CDE
- Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e)
- Access to approved charter (B3.3e)
- Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e):
  - Financial Audit
  - Student Demographics
- Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e)
- Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e)
- Notification of access to available mental health services (B3.3e)
- School website (B3.3e)



	<input type="checkbox"/> Other: (Specify)
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Staff roster <b>(B3A.1b)</b></li> <li><input checked="" type="checkbox"/> School master schedule <b>(B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



8013	2019-2020					2020-2021					2021-2022				
Magnolia Science Academy 6	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,712,887	1,705,049	2,024,300	2,024,300		1,893,524	1,984,416	2,037,758	2,037,758		2,176,082	2,397,022	2,434,523	2,434,523
Current Assets		1,827,107	1,812,083	2,144,382	2,223,928		2,187,108	2,298,388	2,580,038	2,570,038		2,519,348	2,785,938	2,846,331	2,858,498
Fixed and Other Assets		28,518	15,940	43,937	43,937		43,937	80,800	82,611	92,611		74,080	83,361	54,070	64,069
<b>Total Assets</b>		1,855,625	1,828,023	2,188,319	2,267,865		2,231,045	2,379,188	2,662,649	2,662,649		2,593,428	2,869,299	2,900,401	2,922,567
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105		156,315	555,780	482,445	482,446
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		228,713	204,967	367,198	416,321		237,929	415,797	252,105	252,105		156,315	555,780	482,445	482,446
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		1,626,912	1,623,056	1,821,121	1,851,544		1,993,116	1,963,391	2,410,544	2,410,544		2,437,113	2,313,519	2,417,956	2,440,121
Total Revenues	1,998,128	1,677,398	1,672,181	1,588,962	1,771,452	1,873,958	2,119,616	2,130,400	2,348,817	2,415,232	1,722,802	1,811,981	1,878,243	1,781,077	1,885,786
Total Expenditures	1,950,181	1,864,776	1,863,415	1,582,131	1,734,198	1,838,498	1,947,621	1,988,129	1,789,817	1,856,232	1,673,885	1,785,412	1,975,268	1,773,665	1,856,209
<b>Net Income / (Loss)</b>	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000	48,917	26,569	(97,025)	7,412	29,577
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	47,947	(187,378)	(191,234)	6,831	37,254	35,460	171,995	142,271	559,000	559,000	48,917	26,569	(97,025)	7,412	29,577
Net Assets, Beginning	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,821,120	1,851,544	1,993,813	2,410,544	2,410,544	2,410,544	2,410,544
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	30,424	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,620,159	1,814,290	1,814,290	1,814,290	1,814,290	1,623,056	1,821,121	1,821,120	1,851,544	1,851,544	1,993,813	2,410,544	2,410,544	2,410,544	2,410,544
<b>Net Assets, End</b>	1,668,106	1,626,912	1,623,056	1,821,121	1,851,544	1,658,516	1,993,116	1,963,391	2,410,544	2,410,544	2,042,730	2,437,113	2,313,519	2,417,956	2,440,121
Unrestricted Net Assets		1,625,943	1,622,087	1,729,420	1,851,544		1,993,116	1,798,898	2,337,482	2,410,544		2,258,986	2,159,947	2,355,358	2,440,121
Restricted Net Assets		969	969	91,701	0		0	164,493	73,062	0		178,127	153,572	62,598	0

8013	Audited Financials					2022-2023				
Magnolia Science Academy 6	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,719,960	2,024,300	2,037,758	2,434,523	0		2,575,028	1,888,182	0	0
Current Assets	1,993,754	2,223,928	2,570,038	2,858,498	0		3,080,619	2,103,266	0	0
Fixed and Other Assets	10,094	43,937	92,611	64,069	0		17,849	37,076	0	0
<b>Total Assets</b>	2,003,848	2,267,865	2,662,649	2,922,567	0		3,098,468	2,140,342	0	0
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0
Current Liabilities	189,559	416,321	252,105	482,446	0		473,112	78,803	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	189,559	416,321	252,105	482,446	0		473,112	78,803	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	1,814,289	1,851,544	2,410,544	2,440,121	0		2,625,356	2,061,539	0	0
Total Revenues	1,921,870	1,771,452	2,415,232	1,885,786	0	2,173,434	2,719,572	1,998,328	0	0
Total Expenditures	1,711,479	1,734,198	1,856,232	1,856,209	0	2,082,288	2,512,172	2,376,910	0	0
<b>Net Income / (Loss)</b>	210,391	37,254	559,000	29,577	0	91,146	207,400	(378,582)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	210,391	37,254	559,000	29,577	0	91,146	207,400	(378,582)	0	0
Net Assets, Beginning	1,603,898	1,814,290	1,851,544	2,410,544	0	2,490,028	2,417,956	2,417,956	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	22,165	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,603,898	1,814,290	1,851,544	2,410,544	0	2,490,028	2,417,956	2,440,121	0	0
<b>Net Assets, End</b>	1,814,289	1,851,544	2,410,544	2,440,121	0	2,581,174	2,625,356	2,061,539	0	0
Unrestricted Net Assets	1,596,334	1,851,544	2,410,544	2,440,121	0		2,519,880	1,813,555	0	0
Restricted Net Assets	217,955	0	0	0	0		105,476	247,984	0	0



**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 6's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$2,440,121 and net income of \$29,577. The 2022-2023 Second Interim projected positive net assets of \$2,061,539 and a net loss of **(\$378,582)**.

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 6 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 6 pays annual management fees of \$25,900 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 6	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,814,289	\$1,851,544	\$2,410,544	\$2,440,121	\$2,061,539
Net Income / <b>(Loss)</b>	\$210,391	\$37,254	\$559,000	\$29,577	<b>(\$378,582)*</b>
Transfers In / <b>Out</b>	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,719,960	\$2,024,300	\$2,037,758	\$2,434,523	\$1,888,182
Unrestricted Net Assets	\$1,596,334	\$1,851,544	\$2,410,544	\$2,440,121	\$1,813,555





Norm Enrollment Reported by the School	154	134	163	84	89
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	100.50%	116.73%	109.78%	131.16%	79.44%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	93.27%	106.77%	129.86%	131.46%	76.30%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	1051.79%	534.19%	1019.43%	592.50%	2669.02%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	9.46%	18.36%	9.47%	16.51%	3.68%

\*Regarding the school’s 2022-2023 Second Interim projected net loss of **(\$378,582)** as depicted in the Financial Highlights table above, MERF’s Controller stated: “We projected deficit spending at 2<sup>nd</sup> Interim for MSA 6 due to the fact that Hold Harmless revenues were not included in the budget projections and the information became available after our 2<sup>nd</sup> Interim reports were prepared as the LAUSD deadlines for submission were much earlier than our other partner authorizing entities.”

**Areas of Demonstrated Strength and/or Progress:**

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted for further growth and/or improvement relating to MERF and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been



experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Declining Students Enrollment:**

The CSD compares charter schools’ Norm Enrollment year-by-year as part of the oversight review. The school’s reported Norm Enrollment was 154, 134, 163, 84 and 89 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 65 students (or 42.2%) since Fiscal Year 2018-2019. The school’s reported Norm Enrollment for Fiscal Year 2022-2023 is 89 students, which is 103 students (or approximately 53.7%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 192 students) per the school’s petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022. However, the school projects a net loss of (\$378,582) for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school’s Norm Enrollment history is summarized below.

<b>Magnolia Science Academy 6’s Norm Day Enrollment History</b>					
<b>Grade Level</b>	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	54	33	49	19	33
7th	42	55	49	30	22
8th	58	46	65	35	34
<b>Total Enrollment</b>	154	134	163	84	89
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	1	(20)	29	(79)	5
<b>Enrollment Growth/(Decrease) (%)</b>	N/A	(13.0%)	21.6%	(48.5%)	6.0%

When inquired as to what the organization is doing to increase enrollment, MERF stated: “The projected MSA 6 enrollment for the upcoming 2023-24 school year is 120 students. MSA 6 is building their presence at their new school site location as well as developing new relationships within the community, which appear to be making progress. Since moving to the school site, the students who are attending feel safe and supported on the school site. The Principal, Vice Principal and Community School coordinator have all attended community events to engage with the greater Los Angeles community. The administration team at MSA 6 [has] a strong connection to the families and students and have grown as a community, starting as teachers, and now serving as school leaders. Students, Families and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of Health. Additionally, 95.6% of the MSA 6 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well-being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic



location. Ultimately, our goal is to meet the 300 student enrollment capacity in the upcoming years.” The CSD will continue to monitor the school’s enrollment through oversight.”

Enrollment/student attendance plays a vital role in the viability of a school and its ability to have not only a balanced budget, but robust and effective educational programs. The CSD will continue to monitor MSA 6’s student enrollment through oversight.

**2. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions were selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191,.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

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

**Notes:****I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, [2021 or 2022] and noted the following:
2. Audit opinion: Unmodified/Unqualified.
3. Material weaknesses: None Reported.
4. Deficiencies/Findings: None Reported.
5. Lack of a Going Concern: None Reported.
6. The 2021-2022 audited and unaudited actuals nearly mirror each other.
7. A Segregation of Duties (SOD) review was conducted in person at MSA 6. No discrepancies were noted.
8. Reviewed 31 checks (and 10 electronic credit/debit transactions). No discrepancies were noted.
9. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 through September 2022 for sample testing. No discrepancies were noted.
10. Reviewed 24 credit card statements from March 2022 through August 2022. Selected the months of March 2022 through August 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.

**II. Review of 2022-2023 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.



13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide in Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third party provider), documenting all checks and electronic debit transactions for the prior 12 months (October 2021 - September 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (March 2022 - August 2022) were provided. The CSD's observations were noted under the Other Observations section above.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (April 2022 - September 2022), and d) (If applicable) A list of all debit cards were provided. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.



- 28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
- 29. Disclosure of legal issues was provided. MERF provided documentation regarding seven pending legal matters. Two of these claims are related to Free Appropriate Public Education (FAPE), four of these claims are related to property crimes and/or employment-related disputes, and one of the claims identified an additional employee matter under review. The filing dates for these claims ranged from Fiscal Year 2019-2020 through Fiscal Year 2021-2022. MERF asserted that the pending legal matters would not have a material fiscal impact to the LAUSD authorized charter schools, as the claims do not apply to any of the LAUSD authorized charter schools. MERF asserted that all these matters are covered by MERF’s insurance and that they would not have a material impact to the organization or its affiliated parties.
- 30. Regarding MERF’s Net Loss of (\$567,168) as noted in the introductory section of Fiscal Operations above, MERF stated: “We continued to provide support to our school sites during the pandemic and did deficit spending at the Home Office during the 2021-22 fiscal year. The deficit spending was intentional in order to support academic programs; MERF maintains sufficient reserves that exceed minimum required levels.”

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term [which, by operation of law, was extended to and expires June 30, 2026, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years)], MSA 6 must meet the fiscal benchmark below in order to address the school’s fiscal operations concerns.

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

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

To date, MSA 6 has complied with the benchmark cited above. In regard to SSCal’s recommendation for consolidation of its three systems into one financial system, MERF stated: “The item was discussed in depth with [the MERF] board, and that they have agreed to evaluate different vendors concerning cost, time implementation etc. MERF will keep the CSD posted as more information becomes available in 2023-2024.” The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmark above throughout the remainder of the school’s 2019-2026 charter term.



**Fiscal Operations Rubrics**

*Existing School* – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

*New School* – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>



<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished [Rating of 4]</b>.</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient [Rating of 3]</b>.</i></p>
<ol style="list-style-type: none"> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> <li>18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.</li> </ol>	<ol style="list-style-type: none"> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;</li> <li>15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is generally in place;</li> <li>18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</li> </ol>





<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



*An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

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

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);
5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and
6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

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

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

**New Schools:**

**New Schools:**

**REQUIRED CRITERIA**

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school’s *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced

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

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



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

- income, and submitted a revised viable three-year budget and three-year cash flow projections;
- 4. Governing Board adopts the annual budget;
- 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
- 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 7. The most current governing board-approved LCAP is posted on the charter school’s website; and
- 8. The LCAP is submitted to the appropriate agencies.

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

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

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

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2022-2023 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY 7 - 8014**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

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



<b>Charter School Name:</b>	Magnolia Science Academy 7 (MSA7)			<b>Location Code:</b>	8014
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
18355 Roscoe Blvd.	Northridge	91325	818-221-5328	818-975-5215	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2019 to June 30, 2026	3		North		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 36</b>	
264	300				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 12.00%</b>	
TK-5	TK-5				
<b>Norm Enrollment Number:</b>	262				
<b>Total Number of Staff Members:</b>	36	<b>Certificated:</b>	17	<b>Classified:</b>	19
<b>Charter School's Leadership Team Members:</b>	Meagan Wittek, Principal; Gil Yoon, Assistant Principal; Alfredo, Rubalcava, CEO; Erdinc Acar, CAO (via zoom); Suat Acar, COO; William Gray, Director; Jason Hernandez, Director of Student Services; David Yilmaz, Chief Accountability Officer (via zoom); Katie Mann, Director of ELA and ELD Programs; Traci Lewin, Director of Math Programs				
<b>Charter School's Contact for Special Education:</b>	Dr. Artis Callaham, Director of Special Education and Support Services	<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Services Manager:</b>		Betty Chong	
<b>Other School/CSD Team Members:</b>	N/A				
<b>Oversight Visit Date(s):</b>	April 14, 2023		<b>Fiscal Review Date (if different):</b>	February 22, 2023	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	No		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	Elementary/425	

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



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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership as evidenced by information in Binder 1, and Board agendas and minutes.</p> <ul style="list-style-type: none"> <li>• Per the Board minutes from the February 24, 2022, the Board approved the amended and restated Magnolia Public Schools bylaws stating the following reason: <i>“It reflected the addition of AB 824 language of a student serving and as Student Board Member on the Board of Directors and the Board’s authority in creating one or more advisory committees composed of directors and non-directors under Article VII of the Bylaws.”</i></li> </ul> <p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by information in Binder 1, website, and Board meeting agendas.</p> <ul style="list-style-type: none"> <li>• Brown Act training commenced on August 22, 2022</li> </ul> <p><b>G3:</b> The Governing Board continues to have well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced by information in the Binder 1, leadership discussion, and the website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Uniform Complaints Procedures (UCP)</li> <li>• MPS Employee Handbook</li> <li>• Student/Parent Handbook</li> </ul> <p><b>G4:</b> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, and evaluation criteria) as evidenced by information in Binder 1, leadership discussion, Board meeting agendas and minutes, Board meeting documents, and website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Regular academic updates by the Chief Academic Officer</li> <li>• Presentations by each individual school in the form of “Grows, Glows, and Priorities.”</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u> None</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
Notes: None	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy 7

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2023

***\*NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



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

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

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

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



**G2: BROWN ACT - QUALITY INDICATOR #2**

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

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



**G3: DUE PROCESS - QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

<i>The Governing Board has systems in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> <li>• Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>• Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders</li> <li>• Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: <b>(B1.14a)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14b)</b></li> <li><input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) <b>(B1.14c)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> <li>• The school is fiscally strong and net assets are positive in the prior two independent audit reports.</li> <li>• If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).</li> </ul>	
Rubric	Sources of Evidence
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Performance</b></p> <p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6**

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

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

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

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

N/A





STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A6:</b> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low</p> <ul style="list-style-type: none"> <li>Per the CDE, 0.3% of students were suspended at least once, compared to the state at 3.1%</li> </ul> <p><b>A9:</b> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS in Math</p> <ul style="list-style-type: none"> <li>Per CDE, the school has three (3) numerically significant student groups. The following indicates each student group’s 2022 average DFS and comparison to the state:               <ul style="list-style-type: none"> <li>English Learner: -70.7, compared to the state at -92.0</li> <li>Latino: -53.4, compared to the state at -83.4</li> <li>Socioeconomically Disadvantaged: -54.6, compared to the state at -84.0</li> </ul> </li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A1:</b> The schoolwide Dashboard ELA Indicator Status is Low and below statewide DFS.</p> <ul style="list-style-type: none"> <li>Per CDE, the school’s DFS is -30.2, compared to the state at -12.2.</li> </ul> <p><b>A2:</b> The schoolwide Dashboard Math Indicator Status is Low, but higher than the statewide DFS.</p> <ul style="list-style-type: none"> <li>Per CDE, the school’s DFS is -46.1, compared to the state at -51.7.</li> </ul> <p><b>A3:</b> The schoolwide Dashboard ELPI Status is Medium and below statewide DFS.</p> <ul style="list-style-type: none"> <li>Per the CDE, although the school and the state have a Medium status, the school’s percentage of English Learning making progress toward English proficiency is 48.1%, compared to the state at 50.3%.</li> </ul> <p><b>A5:</b> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High (same as the state) at 24.5%, compared to the state at 30.0%</p>	



**A8:** Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS in ELA. English Learners are above the statewide DFS (-58.4, compared to the state at -61.2).

- Latino: -39.0, compared to the state at -38.6
- Socioeconomically Disadvantaged: -44.5, compared to the state at -41.4

**\* PLEASE SEE SUMMARY IN OPERATIONS SECTION FOR INFORMATION RELATED TO INDICATORS A1-A3, A5 AND A8\***

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)



**Magnolia Science Academy 7** was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for **Students with Disabilities and White student groups** that were the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

*\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state’s published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)*



**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High</p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”)</p> <p><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low</p> <p><input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low</p> <p><input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard</p>	<p><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability’s Data Set (B2.1)</p> <p><input type="checkbox"/> Other: (Specify)</p>

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High</p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS</p> <p><input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low</p> <p><input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low</p> <p><input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard</p>	<p><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability’s Data Set (B2.1)</p> <p><input type="checkbox"/> Other: (Specify)</p>

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

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

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



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

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Parent-Student Handbook or other documentation of school’s graduation requirements (B2.5) <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>



<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9**

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

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

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



<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2021-2022 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board <b>(B3.2i)</b>

**A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

**Academic Progress Indicator(s) for the 2021-2022 School Year:**

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 1-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 1-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school disaggregated student performance data for the following student groups: English Learners, Latino, and Socioeconomically Disadvantaged  
 The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

**Postsecondary Outcomes (high school only):**

- The charter school uses the Choose an item. data source and Choose an item. the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.
- The charter school Choose an item. the number of eligible students and missing or non-participating students.
- The charter school Choose an item. evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

**Notes: The school administers MAP by NWEA three (3) times per year. The MAP publisher report submitted showed growth comparison from Fall 2021 to Spring 2022. Overall, the end of the year Conditional Growth Index (CGI) for all students (grades 1-5) and numerically significant student groups (English Learners, Latino and Socioeconomically Disadvantaged) reflect one year’s growth in Math and Reading for most grade levels and student groups.**

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

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

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



with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Status: No update due to only one year of SBAC data and therefore no assigned performance color. Specialist will monitor targeted benchmark area as part of oversight.

LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
<b>All requested template information and descriptions were provided:</b>	<b>Sources of Evidence</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP</li> <li><input checked="" type="checkbox"/> 2022-2023 Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1:</b> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students’ immunization is kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> <li>• School Safety Plan</li> </ul> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Emergency Drill Calendar of type of drills, dates, and time of drill. Drills include earthquake &amp; take cover or drop, fire, and lockdown</li> <li>• Emergency procedures training for staff</li> <li>• Emergency provisions in each classroom</li> <li>• Two (2) Epi-pens and ten (10) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul> <p><b>O4:</b> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Implementation of a school-wide Guided Math program, “in which all teachers engage in scheduled Guided Math instruction three times per week, with additional adult support from teacher aides, a second teacher, or a support provider.”</li> <li>• Adoption of new Math curriculum called <i>Into Math</i></li> <li>• Increased professional development for ELD instructional strategies, including modeling and coaching by the ELD Coordinator for all teachers and staff</li> <li>• Intervention Teacher that provides targeted small group instruction in ELA and Math</li> <li>• MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff</li> <li>• During classroom observations, there was evidence of the following: Class-wide PBIS programs used as reinforcers and motivators; a safe and inclusive learning environment; use of positive verbal feedback during instruction to motivate engagement; differentiated instruction; intentional scaffolding; small group instruction; use of IXL; use of graphic organizers during writing instruction and practice; and the provision visual aids to support content.</li> </ul>	



**O6:** The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:

- In an effort to improve chronic absenteeism, leadership shared that the school is following the attendance and truancy policy with greater fidelity, following up with students and families using the Student Attendance Review Team (SART) Policies. Some incentives include perfect attendance semester raffles and end of the year raffle where student can earn prizes; classes competing to see who has the highest ADA % to win the Attendance Dolphin Trophy; and passing out perfect attendance Brag Tags for each student that has perfect attendance.
- Continued implementation of Zones of Regulation.
- Continue providing resources for counseling, social groups and/or therapy upon referrals from staff members or parents.

Areas Noted for Further Growth and/or Improvement

School leadership has noted some areas for further growth. Some of those “Grows” include the following:

- Improve English Language Arts proficiency rates
- Improve quality of ELD instruction and proficiency of EL students
- Increase MAP ELA scores by 8%
- Increase SBAC ELA scores by 8%
- Increase ELD students’ language proficiency by 7%

Corrective Action Required

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

Notes: None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*



**O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1**

*The school has implemented school health and safety plans and procedures that ensure:*

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.  
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b> <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent <b>(B3.1b)</b> <input checked="" type="checkbox"/> Student immunization <b>(B3.1h)</b> <input checked="" type="checkbox"/> Health screening <b>(B3.1h)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1c)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1c)</b> <input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.1k)</b> <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1f)</b> <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol). School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691.
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Epi-pen and training <b>(B3.1i)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.1j)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.2i, B3.2j, B3.2k</b> ) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) ( <b>B3.2a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.2b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.2c</b> ) ( <b>new schools only</b> ) <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.2d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.2e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.3c</b> ) <input type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements ( <b>B3.2g</b> ) <input type="checkbox"/> Mathematics Placement Assessment (school serving 9 <sup>th</sup> graders) ( <b>B3.2m</b> ) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) <b>(B3.2a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Documentation of intervention and support for all students <b>(B3.2j)</b> <input checked="" type="checkbox"/> Master Plan for English Learners <b>(B3.2i)</b> <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <b>(B3.2j)</b> <input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B3.2k)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.3a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.3a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.3a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3a and B3.3c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.2j)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.3a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.3b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.3b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**



**The school:**

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Professional development training materials <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.3d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.3d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.3d)</b> <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison <b>(B3.3d)</b> <input checked="" type="checkbox"/> School website <b>(B3.3e)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

<i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i>	
<ul style="list-style-type: none"> <li>• Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution</li> <li>• UCP and all complaint procedures</li> <li>• Title IX information is available in applicable languages as required by law</li> <li>• Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students</li> <li>• Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428</li> <li>• Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (<b>high schools only</b>)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



Performance

- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
- The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
- The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
- The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website

- UCP Procedure and Forms (B1.11)
- Complaint Procedure and Forms (B1.12)
- Review of the following information posted to the school’s website (B3.3e):
  - LCAP, per Ed. Code § 47606.5(h)
  - Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
- Website posting required per Ed. Code § 234.6 (B3.3e):
  - Policy on Pupil Suicide Prevention
  - Title IX information, including a link to CDE’s Title IX website
  - Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
    - Anti-cyberbullying procedures
    - Social media anti-bullying procedures
    - Link to statewide resources including community based organizations compiled by CDE
- Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e)
- Access to approved charter (B3.3e)
- Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e):
  - Financial Audit
  - Student Demographics
- Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e)
- Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e)
- Notification of access to available mental health services (B3.3e)
- School website (B3.3e)



	<input type="checkbox"/> Other: (Specify)
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Staff roster <b>(B3A.1b)</b></li> <li><input checked="" type="checkbox"/> School master schedule <b>(B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A





Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2023

8014	2019-2020					2020-2021					2021-2022				
Magnolia Science Academy 7	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,340,343	1,177,482	1,632,981	1,632,981		1,261,633	1,346,241	1,421,162	1,421,162		1,827,090	1,800,584	1,783,300	1,783,300
Current Assets		1,711,329	1,547,429	1,931,684	2,131,455		1,876,302	1,960,910	2,393,446	2,393,447		2,541,970	2,553,682	2,777,593	2,888,293
Fixed and Other Assets		139,181	423,065	504,930	504,930		509,930	527,389	498,581	498,580		444,694	465,468	554,606	554,605
<b>Total Assets</b>		1,850,510	1,970,494	2,436,614	2,636,385		2,386,232	2,488,299	2,892,027	2,892,027		2,986,664	3,019,150	3,332,199	3,442,898
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881		400,267	403,023	828,250	828,250
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		100,539	223,745	647,768	757,493		522,150	629,575	392,881	392,881		400,267	403,023	828,250	828,250
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		1,749,971	1,746,749	1,788,846	1,878,892		1,864,082	1,858,724	2,499,146	2,499,146		2,586,397	2,616,127	2,503,949	2,614,648
Total Revenues	3,740,644	3,888,283	3,911,147	3,701,289	3,884,632	3,603,876	4,131,404	4,126,273	4,614,214	4,727,635	4,333,373	4,327,191	4,655,863	4,532,050	4,793,728
Total Expenditures	3,660,305	3,680,952	3,707,038	3,455,083	3,548,380	3,497,378	4,056,169	4,056,391	3,993,960	4,107,381	4,232,824	4,239,940	4,538,882	4,527,247	4,678,226
<b>Net Income / (Loss)</b>	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254	100,549	87,251	116,981	4,803	115,502
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	80,339	207,331	204,109	246,206	336,252	106,498	75,235	69,882	620,254	620,254	100,549	87,251	116,981	4,803	115,502
Net Assets, Beginning	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,788,847	1,788,892	1,948,773	2,499,146	2,499,146	2,499,146	2,499,146
Adj. for restatement/ Prior Yr Adj	0	0	0	0	0	0	0	0	90,045	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,220,433	1,542,640	1,542,640	1,542,640	1,542,640	1,746,749	1,788,847	1,788,842	1,878,892	1,878,892	1,948,773	2,499,146	2,499,146	2,499,146	2,499,146
<b>Net Assets, End</b>	1,300,772	1,749,971	1,746,749	1,788,846	1,878,892	1,853,247	1,864,082	1,858,724	2,499,146	2,499,146	2,049,322	2,586,397	2,616,127	2,503,949	2,614,648
Unrestricted Net Assets		1,210,974	1,345,635	1,097,359	1,878,892		1,157,208	1,858,724	2,094,054	2,499,146		1,883,905	2,009,160	2,297,732	2,614,648
Restricted Net Assets		538,997	401,114	691,487	0		706,874	0	405,092	0		702,492	606,967	206,217	0

8014	Audited Financials					2022-2023				
Magnolia Science Academy 7	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,314,944	1,632,981	1,421,162	1,783,300	0		2,157,002	1,985,042	0	0
Current Assets	1,748,558	2,131,455	2,393,447	2,888,293	0		3,129,500	2,416,996	0	0
Fixed and Other Assets	168,098	504,930	498,580	554,605	0		594,551	757,705	0	0
<b>Total Assets</b>	1,916,656	2,636,385	2,892,027	3,442,898	0		3,724,051	3,174,701	0	0
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0
Current Liabilities	374,015	757,493	392,881	828,250	0		1,030,060	180,584	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	374,015	757,493	392,881	828,250	0		1,030,060	180,584	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	1,542,641	1,878,892	2,499,146	2,614,648	0		2,693,991	2,994,117	0	0
Total Revenues	3,931,854	3,884,632	4,727,635	4,793,728	0	5,917,134	5,662,632	5,861,674	0	0
Total Expenditures	3,887,409	3,548,380	4,107,381	4,678,226	0	5,667,299	5,472,590	5,482,205	0	0
<b>Net Income / (Loss)</b>	44,445	336,252	620,254	115,502	0	249,835	190,042	379,469	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	44,445	336,252	620,254	115,502	0	249,835	190,042	379,469	0	0
Net Assets, Beginning	1,498,196	1,542,640	1,878,892	2,499,146	0	2,667,932	2,503,949	2,503,949	0	0
Adj. for restatement/ Prior Yr Adj	0	0	0	0	0	0	0	110,699	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,498,196	1,542,640	1,878,892	2,499,146	0	2,667,932	2,503,949	2,614,648	0	0
<b>Net Assets, End</b>	1,542,641	1,878,892	2,499,146	2,614,648	0	2,917,767	2,693,991	2,994,117	0	0
Unrestricted Net Assets	1,532,858	1,878,892	2,499,146	2,614,648	0		1,857,722	2,171,628	0	0
Restricted Net Assets	9,783	0	0	0	0		836,269	822,489	0	0



**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 7's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$2,614,648 and net income of \$115,502. The 2022-2023 Second Interim projected positive net assets of \$2,994,117 and net income of \$379,469.

According to Magnolia Educational & Research Foundation's (MERF) independent audit report dated June 30, 2022, MSA 7 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 7 pays annual management fees of \$362,393 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 7	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$1,542,641	\$1,878,892	\$2,499,146	\$2,614,648	\$2,994,117
Net Income / <b>(Loss)</b>	\$44,445	\$336,252	\$620,254	\$115,502	\$379,469
Transfers In / <b>Out</b>	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,314,944	\$1,632,981	\$1,421,162	\$1,783,300	\$1,985,042
Unrestricted Net Assets	\$1,532,858	\$1,878,892	\$2,499,146	\$2,614,648	\$2,171,628



Norm Enrollment Reported by the School	287	292	294	279	262
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	33.83%	46.02%	34.60%	38.12%	36.21%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	39.43%	52.95%	60.85%	55.89%	39.61%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	467.51%	281.38%	609.20%	348.72%	1338.43%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	19.51%	28.73%	13.58%	24.06%	5.69%

**Areas of Demonstrated Strength and/or Progress:**

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items noted.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.



**1. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions was selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191,.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

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



**Notes:**

**I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals do not mirror each other. MERF provided the following explanation for the significant variance between MSA 7's 2021-2022 audited and unaudited actuals:
  - a. A variance of \$261,678 in Total Revenues was primarily due to an increase in Hold Harmless Revenue Accrual of \$110K and STRS on behalf contributions of \$151K.
3. The school's reported Norm Enrollment was 287, 292, 294, 279, and 262 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 25 students (or 8.71%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 262 students, which is 30 students (or approximately 10.27%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 292 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022 and projected a balanced budget for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school's Norm Enrollment history is summarized below.

<b>Magnolia Science Academy 7's Norm Day Enrollment History</b>					
<b>Grade Level</b>	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK*					15
KND*	72	68	52	27	38
1	48	57	56	50	27
2	57	54	56	56	45
3	29	54	50	52	47
4	30	29	50	42	47
5	51	30	30	52	43
<b>Total Enrollment</b>	<b>287</b>	<b>292</b>	<b>294</b>	<b>279</b>	<b>262</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>(15)</b>	<b>(17)</b>

When inquired as to what the organization is doing to increase enrollment, MERF stated: "MSA 7 continues to build their presence through relationships within the community, which appear to be making progress. The site principal has a passion for working with families and supporting the vision for



forming a community school model. This year the school created a Parent Advisory Committee and ha[s] invited community based organizations to be a part of the work and discussion related to authentic engagement with all partners in our learning community. When families feel connected with school staff and community we are more likely to retain families and also have families refer new families to our learning community. The Principal, Vice Principal[,] and Community School [C]oordinator have all attended community events to engage with the greater South[e]ast Los Angeles community. The administration team at MSA 7 ha[s] a strong connection to the families and students and ha[s] grown as a community, starting as teachers[,] and now serving as school leaders. Students, Families[,] and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of[H] health. We expect to expand two classroom spaces to accommodate the student grade levels that often have a waiting list which impacts retention because most families have more than one child on the site and need to make sure all children will be enrolled in the coming school year. Additionally, 82.1 % of the MSA 7 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic location.” The CSD will continue to monitor MSA 6’s student enrollment through oversight.

4. A Segregation of Duties (SOD) review was conducted in person at MSA 6. No discrepancies were noted.
5. Reviewed 31 checks (and 10 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 through September 2022 for sample testing. No discrepancies were noted.
7. Reviewed 24 credit card statements from March 2022 through August 2022. Selected the months of March 2022 through August 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.

## II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school’s governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school’s governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school’s governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.



11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide in Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third party provider), documenting all checks and electronic debit transactions for the prior 12 months (October 2021 - September 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (March 2022 - August 2022) were provided. The CSD's observations were noted under the Other Observations section above.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (April 2022 - September 2022), and d) (If applicable) A list of all debit cards were provided. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements, and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.



- 27. Documents pertaining to the charter operator’s/school’s financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF’s CFO, the purpose of this loan is to address the charter operator’s cash flow needs throughout the year.
- 28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
- 29. Disclosure of legal issues was provided. MERF provided documentation regarding seven pending legal matters. Two of these claims are related to Free Appropriate Public Education (FAPE), four of these claims are related to property crimes and/or employment-related disputes, and one of the claims identified an additional employee matter under review. The filing dates for these claims ranged from Fiscal Year 2019-2020 through Fiscal Year 2021-2022. MERF asserted that the pending legal matters would not have a material fiscal impact on the LAUSD authorized charter schools, as the claims do not apply to any of the LAUSD authorized charter schools. MERF asserted that all these matters are covered by MERF’s insurance and that they would not have a material impact on the organization or its affiliated parties.
- 30. Regarding MERF’s Net Loss of **(\$567,168)** as noted in the introductory section of Fiscal Operations above, MERF stated: “We continued to provide support to our school sites during the pandemic and did deficit spending at the Home Office during the 2021-22 fiscal year. The deficit spending was intentional in order to support academic programs; MERF maintains sufficient reserves that exceed minimum required levels.”

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

As part of its renewal petition approved by the LAUSD Board of Education on October 23, 2018, during the 2019-2024 charter term [which, by operation of law, was extended to and expires June 30, 2026, pursuant to Education Code section 47067.4 that extends the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2026, inclusive, by two years], MSA 7 must meet the fiscal benchmark below in order to address the school’s fiscal operations concerns.

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

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

To date, MSA 7 has complied with the benchmark cited above. In regard to SScal’s recommendation for consolidation of its three systems into one financial system, MERF stated: “The item was discussed in depth with [the MERF] board, and they have agreed to evaluate different vendors concerning cost, time implementation, etc. MERF will keep the CSD posted as more information becomes available in 2023-2024.” The CSD will continue to monitor the school’s progress and compliance with the fiscal benchmark above throughout the remainder of the school’s 2019-2026 charter term.

**Fiscal Operations Rubrics**

*Existing School* – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.





*New School* – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished [Rating of 4]</b>.</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient [Rating of 3]</b>.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;</li> <li>15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;</li> </ol>



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

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
- 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);

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

- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
- 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);
- 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and



<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</p> <p>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</p>	<p>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</p>

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Developing</b> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <b>Unsatisfactory</b> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> <li>The cash balance at the beginning of the school year is positive; and</li> <li>Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><b>Note:</b> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-">https://www.law.cornell.edu/regulations/california/5-CCR-</a></li> </ol>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><b>Note:</b> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><u>Sec-15450</u>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>	

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



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

- 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
- 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
- 7. The most current governing board-approved LCAP is posted on the charter school’s website; and
- 8. The LCAP is submitted to the appropriate agencies.

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

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

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



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2022-2023 SCHOOL YEAR**

### **FOR**

**MAGNOLIA SCIENCE ACADEMY BELL (PSC) - 5166**

Name and Location Code of Charter School

#### **LAUSD Vision**

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

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

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



<b>Charter School Name:</b>	<b>Magnolia Science Academy BELL (PSC) – (MSA8)</b>			<b>Location Code:</b>	<b>5166</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
6411 Orchard Avenue	Bell	90201	323-826-3925	323-826-3926	
<b>Current Term of Charter<sup>1</sup>:</b>		<b>LAUSD Board District:</b>	<b>LAUSD Region:</b>		
July 1, 2020 to June 30, 2027		5	South		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 112</b>	
384	496				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 22.58%</b>	
6-8	6-8				
<b>Norm Enrollment Number:</b>	384				
<b>Total Number of Staff Members:</b>	49	<b>Certificated:</b>	24	<b>Classified:</b>	25
<b>Charter School’s Leadership Team Members:</b>	Laura Schlottman, Principal; Sam Fargnoli, Dean of Academics; Maria Mendoza, Assistant Principal; Erdinc Acar, CAO; Suat Acar, COO; William Gray, Director of Education Services; Katie Mann Director of EL and ELA Programs; Jason Hernandez, Director of Student Services				
<b>Charter School’s Contact for Special Education:</b>	Cecilia Martinez, Special Education Coordinator	<b>SELPA &amp; Option:</b>		LAUSD Option 3	
<b>CSD Assigned Administrator:</b>	Yolanda Jordan	<b>CSD Fiscal Services Manager:</b>		Betty Chong	
<b>Other School/CSD Team Members:</b>	Katrina Blackwell				
<b>Oversight Visit Date(s):</b>	March 24, 2023		<b>Fiscal Review Date (if different):</b>	February 22, 2023	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, PSC		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Orchard Academies	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A	

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

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



### CHARTER RENEWAL CRITERIA

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

### REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2022-2023*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.





GOVERNANCE	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><b>G1:</b> The Governing Board continues to fully implement the organizational structure set forth in the approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership as evidenced by information in Binder 1, and Board agendas and minutes.</p> <ul style="list-style-type: none"> <li>• Per the Board minutes from the February 24, 2022, the Board approved the amended and restated Magnolia Public Schools bylaws stating the following reason: <i>“It reflected the addition of AB 824 language of a student serving and as Student Board Member on the Board of Directors and the Board’s authority in creating one or more advisory committees composed of directors and non-directors under Article VII of the Bylaws.”</i></li> </ul> <p><b>G2:</b> The Governing Board continues to comply with all material provisions of the Brown Act as evidenced by information in Binder 1, website, and Board meeting agendas.</p> <ul style="list-style-type: none"> <li>• Brown Act training commenced on August 22, 2022</li> </ul> <p><b>G3:</b> The Governing Board continues to have well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced by information in the Binder 1, leadership discussion, and the website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Uniform Complaints Procedures (UCP)</li> <li>• Magnolia Public Schools (MPS) Employee Handbook</li> <li>• Student/Parent Handbook</li> </ul> <p><b>G4:</b> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, and evaluation criteria) as evidenced by information in Binder 1, leadership discussion, Board meeting agendas and minutes, Board meeting documents, and website. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Regular academic updates by the Chief Academic Officer</li> <li>• Presentations by each individual school in the form of “Grows, Glows, and Priorities.”</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>None</p>	
<p><u>Corrective Action Required</u></p>	
<p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: None</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

***\*NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



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

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

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

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



**G2: BROWN ACT - QUALITY INDICATOR #2**

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

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



**G3: DUE PROCESS - QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

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



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

<i>The Governing Board has systems in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> <li>• Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)</li> <li>• Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders</li> <li>• Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: <b>(B1.14a)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14b)</b></li> <li><input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) <b>(B1.14c)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5**

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (<b>B1.4</b>)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (<b>B1.15</b>)</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>





**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6**

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

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

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

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A3:</b> The schoolwide Dashboard ELPI Status is High at 55.3% and above statewide percentage at 50.3%.</p> <p><b>A6:</b> The schoolwide Dashboard Suspension Rate Indicator Status is Medium at 2.4% and below the statewide percentage at 3.1%</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>A1:</b> The schoolwide Dashboard ELA Indicator Status is Low at -24.4 DFS, below the statewide DFS at -12.2.</p> <p><b>A2:</b> The schoolwide Dashboard Math Indicator Status is Low at -79.3 DFS, below the statewide DFS at -51.7.</p> <p><b>A5:</b> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High at 28.4%, lower than the state at 30%. School leadership shared the following:</p> <ul style="list-style-type: none"> <li>▪ COVID vaccinations were very low for students.</li> <li>▪ The school offered Independent Studies, but MSA Bell did not see a large participation rate as most students did not have support from an adult at home.</li> <li>▪ Although COVID continues to contribute to student absences, the school has increased incentives for students to attend school: The office staff sends messages through Parent Square sharing the attendance rates; MTSS Coordinators and Deans bring rewards to students who are present at school; an increase in student events, activities, field trips, PBIS assemblies; and increased home visits.</li> </ul> <p><b>A8:</b> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS in ELA.</p> <ul style="list-style-type: none"> <li>• Per the CDE, the school has five (5) numerically significant student groups. The following indicates each student group’s 2022 average DFS in ELA and comparison to the state: <ul style="list-style-type: none"> <li>○ English Learner: -90.5, compared to the state at -61.2</li> <li>○ Latino: -24.1, compared to the state at -38.6</li> <li>○ Socioeconomically Disadvantaged: -25.1, compared to the state at -41.4</li> <li>○ Students with Disabilities: -119.4, compared to the state at -97.3</li> <li>○ White: -37.1, compared to the state at 21.9</li> </ul> </li> </ul> <p><b>A9:</b> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS in Math</p> <ul style="list-style-type: none"> <li>• Per the CDE, the school has five (5) numerically significant student groups. The following indicates each student group’s 2022 average DFS in Math and comparison to the state: <ul style="list-style-type: none"> <li>○ English Learner: -143.6, compared to the state at -92.0</li> </ul> </li> </ul>	



- Latino: -81.6, compared to the state at -83.4
- Socioeconomically Disadvantaged: -78.9, compared to the state at -84.0
- Students with Disabilities: -159.1, compared to the state at -130.8
- White: -62.0, compared to the state at -13.4

**\* PLEASE SEE SUMMARY OF INDICATOR O4 IN THE OPERATIONS SECTION OF THIS REPORT FOR DETAILED INFORMATION RELATED TO A1, A2, A8, AND A9. \***

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

- Overall score of 4 on the ELPAC
- NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score (chart of scores included in EL Master Plan) **or** SBAC ELA/Literacy score of 2 (Nearly Met) or above **or** MPS approved ELA benchmark assessments. TK-Grade 2 students may demonstrate basic skills mastery by achieving a Level 2 or score of 70% or above
- Grade “C” or above in ELA. Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
- Parent Consultation (active participation via zoom or in person)

**Magnolia Science Academy Bell** was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for **Students with Disabilities** that **was** the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***



**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>			
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;"><b>Performance</b></td> <td> <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High  <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”)  <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low  <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low  <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard </td> </tr> </table>	<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard		

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>			
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;"><b>Performance</b></td> <td> <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High  <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS  <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low  <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low  <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard </td> </tr> </table>	<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard		

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low	
	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low	
	<input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	

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

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	

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

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



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

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low</li> <li><input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li> <li><input type="checkbox"/> Parent-Student Handbook or other documentation of school's graduation requirements (B2.5)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A8: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence



<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A9: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR #9**

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

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

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>





<b>Performance</b>	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2021-2022 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board <b>(B3.2i)</b>

**A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

**Academic Progress Indicator(s) for the 2021-2022 School Year:**

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

- The charter school disaggregated student performance data for the following student groups: English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White  
 The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
- The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

**Notes: The school continues to utilize MAP from NWEA to assess reading and math. This assessment is administered three times per year. The final data results for the 2021-2022 school year show the following:**

- In Reading, according to the publisher report, no grade level nor student group made one year’s growth per the Conditional Growth Index (CGI)**
- In Math, 6<sup>th</sup> and 7<sup>th</sup> grade students achieved one year’s growth per the CGI. 8<sup>th</sup> grade CGI is -0.62. According to the publisher report it appears that 6<sup>th</sup> grade Latino students, 7<sup>th</sup> grade White students, and 6<sup>th</sup> and 7<sup>th</sup> grade students who are Socioeconomically Disadvantage achieved one year’s growth per the CGI.**
- Per school leadership, the overall CGI for Reading is -0.04 and -0.95 in Math. Additionally, MSA Bell improved in CGI for Math by +0.14 and declined by -0.05 in Math**

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

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

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



**LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP</li> <li><input checked="" type="checkbox"/> 2022-2023 Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>
Notes:	
N/A	



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1:</b> The school continues to have a system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Student Immunization and Health screening (records of students’ immunization is kept in Infinite Campus), plus immunization guidelines</li> <li>• Compliance with Ed code 49501.5 (provides two meals to students free of charge during the school day to students requesting meal, regardless of their free or reduced-price meal eligibility)</li> <li>• Emergency Drill Calendar with emergency activities from Fall 2022 thru Spring 2023</li> </ul> <p>*School leadership agreed to communicate with Orchard Academies regarding including MSA Bell leadership in the Integrated Safe School Plan (ISSP)*</p> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety as evidenced by information included in Binder 3, classroom observation, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Emergency Drills Calendar</li> <li>• Monthly co-location meetings with Orchard Academies administration and ongoing communication between each school regarding monthly emergency drills.</li> <li>• Emergency tracker for fire earthquake (drop/cover/hold), take cover, and lock down/shelter-in-place</li> <li>• Emergency provisions in each classroom</li> <li>• Three (3) Epi-pens and three (3) trained volunteers to administer if necessary</li> <li>• Child Abuse Mandated Reporter, Suicide Prevention, and Bloodborne Pathogens completed by all staff</li> </ul> <p><b>O3:</b> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and providing ongoing professional development specific to student outcomes and key features as outlined in the charter as evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• School was visited by Los Angeles County of Education (LACOE) on November 8, 2022. The letter indicated the following: <i>“This letter is to inform you that LACOE determined a sufficiency of Instructional Materials exists in each of the specified classes visited during the review.”</i></li> <li>• Curriculum Map, Unit and Lesson plan examples</li> <li>• WASC visit in February 2023</li> <li>• StudySync and McGraw curriculums are being implemented along with MyOn and IXL. Summit is no longer being implemented.</li> <li>• STEAM lab implementation</li> </ul>	



**O4:** The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis as evidenced by information in Binder 3, responses to guiding questions, classroom observations, and discussion with leadership. Some of the evidence includes the following:

- The administrative team identified areas of improvement and developed a strategic action plan for improvement. Some of the areas of reflections and actions steps included incorporating more resources into the curriculums (McGraw Hill and StudySync) such as using IXL in ELA and Math during CORE time; continue interventions during Advisory, SDL, Saturday School, and the after-school program
- During the summer in-service, *“teachers participated in the creation of the curriculum maps that outlined IABs, NWEA assessment and other internal checkpoints to support the school’s data drive instruction practices. Teachers led data conversations with students.”*
- IXL will continue for 20 minutes per day in both ELA, Math, and Science instruction
- Continuation of using IABs to inform instruction by doing pre/post data analysis throughout the school year.
- Continuation of MyOn, IXL, and AR program but with more fidelity.
- Daily reading has been shifted to the end of the day to ensure that students’ tardiness or morning responsibilities (e.g., counseling, social talk club, etc.) do not interfere with at least 30 minutes of reading per day
- MPS home office conducts instructional rounds whereby instructional directors observe classroom instruction and provide feedback to teaching staff
- ELA and Math classes are co-taught between general education and special education staff. Additionally, both general and special education staff co-plan lessons.
- During Self Directed Learning (SDL) block, students receive small group instruction twice a week to target skills that need further development

#### Areas Noted for Further Growth and/or Improvement

School leadership identified several “Grows.” Some include the following:

- Increase academic growth and ADA rate
- Teacher training to support SEL needs and Universal Design for Learning (UDL)
- Increased academic achievement (see summary for indicator O4 for more details)
- Increasing number of home visits

#### Corrective Action Required

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

#### Notes:

\*\*School leadership and the ESSA Grid reflects 10 new certificated staff members. During the 2021-2022 school year, school leadership shared the following regarding staffing:

- In ELA, there was one new teacher that started at the beginning of the school year. This teacher was brand new to the teaching profession.
- The 8<sup>th</sup> grade ELA teacher left in December of 2021 and a long-term substitute teacher was in place for the rest of the school year as the school was unable to find a replacement.
- A math teacher was out on leave during the second semester and a long-term substitute was in place for the remainder of the semester.
- Teacher attendance rates were lower, predominantly due to COVID-19 cases. Students struggled with having substitute teachers on a continual and long-term basis.



**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*

**O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1**

*The school has implemented school health and safety plans and procedures that ensure:*

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.  
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)
- Posting of the school's Visitor Policy in a visible location in or outside the school's main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

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

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol). School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691 .
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1g)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1c)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.1i)</b> <input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.1j)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR #3**

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

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter.</li> <li><input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (<b>B3.2i, B3.2j, B3.2k</b>)</li> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (<b>B3.2a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.2b</b>)</li> <li><input type="checkbox"/> Technology readiness to administer CAASPP assessments (<b>B3.2c</b>) (<b>new schools only</b>)</li> <li><input checked="" type="checkbox"/> WASC accreditation (<b>B3.2d</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3.2e</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.3c</b>)</li> <li><input type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (<b>B3.2g</b>)</li> <li><input type="checkbox"/> Mathematics Placement Assessment (school serving 9<sup>th</sup> graders) (<b>B3.2m</b>)</li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b></li> <li><input checked="" type="checkbox"/> Documentation of intervention and support for all students <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Master Plan for English Learners <b>(B3.2i)</b></li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <b>(B3.2j)</b></li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B3.2k)</b></li> <li><input checked="" type="checkbox"/> Classroom/site observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.3a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.3a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.3a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3a and B3.3c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.2j)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.3a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

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

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.3c)</b> <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.3b)</b> <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.3b)</b> <input checked="" type="checkbox"/> Data monitoring <b>(B3.3b)</b> <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b> <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) <b>(B3.3c)</b> <input checked="" type="checkbox"/> Professional development training materials <b>(B3.3c)</b> <input checked="" type="checkbox"/> System to assess professional development needs <b>(B3.3c)</b> <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC) in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison <b>(B3.3d)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.3e)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> <li>• Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution</li> <li>• UCP and all complaint procedures</li> <li>• Title IX information is available in applicable languages as required by law</li> <li>• Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students</li> <li>• Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance</li> <li>• Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428</li> <li>• Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381</li> <li>• Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, in accordance with Ed. Code, § 47605 (<b>high schools only</b>)</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



Performance

- The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
- The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website
- The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website
- The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website

- UCP Procedure and Forms (B1.11)
- Complaint Procedure and Forms (B1.12)
- Review of the following information posted to the school’s website (B3.3e):
  - LCAP, per Ed. Code § 47606.5(h)
  - Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)
- Website posting required per Ed. Code § 234.6 (B3.3e):
  - Policy on Pupil Suicide Prevention
  - Title IX information, including a link to CDE’s Title IX website
  - Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including:
    - Anti-cyberbullying procedures
    - Social media anti-bullying procedures
    - Link to statewide resources including community based organizations compiled by CDE
- Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e)
- Access to approved charter (B3.3e)
- Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e):
  - Financial Audit
  - Student Demographics
- Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e)
- Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e)
- Notification of access to available mental health services (B3.3e)
- School website (B3.3e)





	<input type="checkbox"/> Other: (Specify)
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

*The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:*

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff <b>(B3.3f)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements <b>(B1.13)</b></li> <li><input checked="" type="checkbox"/> Staff roster <b>(B3A.1b)</b></li> <li><input checked="" type="checkbox"/> School master schedule <b>(B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

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

N/A



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

5166	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy Bell</b>															
Cash and Cash Equivalents		2,972,462	2,369,250	3,014,092	3,014,092		2,904,194	2,904,194	3,386,788	3,386,788		4,488,619	4,521,343	3,937,972	3,937,972
Current Assets		4,527,220	4,691,199	5,746,145	5,943,644		5,563,648	5,570,371	6,523,095	6,523,096		6,627,306	6,893,112	6,808,895	7,030,130
Fixed and Other Assets		7,887	12,764	77,038	77,038		55,602	348,175	361,073	361,073		227,615	261,887	387,292	387,292
<b>Total Assets</b>		<b>4,535,107</b>	<b>4,703,963</b>	<b>5,823,183</b>	<b>6,020,682</b>		<b>5,619,250</b>	<b>5,918,546</b>	<b>6,884,168</b>	<b>6,884,169</b>		<b>6,854,921</b>	<b>7,154,999</b>	<b>7,196,187</b>	<b>7,417,422</b>
<b>Deferred Outflows of Resources</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Current Liabilities		262,184	596,949	1,074,356	1,232,735		708,866	1,007,730	771,349	771,350		603,471	883,969	984,578	984,578
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>262,184</b>	<b>596,949</b>	<b>1,074,356</b>	<b>1,232,735</b>		<b>708,866</b>	<b>1,007,730</b>	<b>771,349</b>	<b>771,350</b>		<b>603,471</b>	<b>883,969</b>	<b>984,578</b>	<b>984,578</b>
<b>Deferred Inflows of Resources</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>		<b>4,272,923</b>	<b>4,107,014</b>	<b>4,748,827</b>	<b>4,787,947</b>		<b>4,910,384</b>	<b>4,910,816</b>	<b>6,112,819</b>	<b>6,112,819</b>		<b>6,251,450</b>	<b>6,271,030</b>	<b>6,211,609</b>	<b>6,432,844</b>
Total Revenues	5,850,484	5,854,938	5,758,564	5,762,243	6,019,696	5,450,445	6,289,850	6,299,108	6,961,906	7,146,652	6,149,766	6,043,428	6,423,448	6,501,534	6,968,616
Total Expenditures	5,791,779	5,817,574	5,887,109	5,248,975	5,467,308	5,395,820	6,128,293	6,137,119	5,637,034	5,821,780	6,121,455	5,904,797	6,265,237	6,402,744	6,648,591
<b>Net Income / (Loss)</b>	<b>58,705</b>	<b>37,364</b>	<b>(128,545)</b>	<b>513,268</b>	<b>552,388</b>	<b>54,625</b>	<b>161,557</b>	<b>161,989</b>	<b>1,324,872</b>	<b>1,324,872</b>	<b>28,311</b>	<b>138,631</b>	<b>158,211</b>	<b>98,790</b>	<b>320,025</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>58,705</b>	<b>37,364</b>	<b>(128,545)</b>	<b>513,268</b>	<b>552,388</b>	<b>54,625</b>	<b>161,557</b>	<b>161,989</b>	<b>1,324,872</b>	<b>1,324,872</b>	<b>28,311</b>	<b>138,631</b>	<b>158,211</b>	<b>98,790</b>	<b>320,025</b>
Net Assets, Beginning	4,254,119	4,235,559	4,235,559	4,235,559	4,235,559	4,107,014	4,748,827	4,748,827	4,748,827	4,787,947	4,949,937	6,112,819	6,112,819	6,112,819	6,112,819
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	39,120	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>4,254,119</b>	<b>4,235,559</b>	<b>4,235,559</b>	<b>4,235,559</b>	<b>4,235,559</b>	<b>4,107,014</b>	<b>4,748,827</b>	<b>4,748,827</b>	<b>4,787,947</b>	<b>4,787,947</b>	<b>4,949,937</b>	<b>6,112,819</b>	<b>6,112,819</b>	<b>6,112,819</b>	<b>6,112,819</b>
<b>Net Assets, End</b>	<b>4,312,824</b>	<b>4,272,923</b>	<b>4,107,014</b>	<b>4,748,827</b>	<b>4,787,947</b>	<b>4,161,639</b>	<b>4,910,384</b>	<b>4,910,816</b>	<b>6,112,819</b>	<b>6,112,819</b>	<b>4,978,248</b>	<b>6,251,450</b>	<b>6,271,030</b>	<b>6,211,609</b>	<b>6,432,844</b>
Unrestricted Net Assets		4,220,988	4,107,014	4,601,521	4,787,947		4,774,005	4,910,816	5,721,868	6,112,819		5,824,105	5,683,464	5,831,324	6,432,844
Restricted Net Assets		51,935	0	147,306	0		136,379	0	390,951	0		427,345	587,566	380,285	0

5166	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Magnolia Science Academy Bell</b>										
Cash and Cash Equivalents	2,529,656	3,014,092	3,386,788	3,937,972	0		5,765,147	5,342,443	0	0
Current Assets	4,877,019	5,943,644	6,523,096	7,030,130	0		7,244,642	7,418,591	0	0
Fixed and Other Assets	100,297	77,038	361,073	387,292	0		336,904	217,742	0	0
<b>Total Assets</b>	<b>4,977,316</b>	<b>6,020,682</b>	<b>6,884,169</b>	<b>7,417,422</b>	<b>0</b>		<b>7,581,546</b>	<b>7,636,333</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Current Liabilities	741,755	1,232,735	771,350	984,578	0		998,024	633,780	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>741,755</b>	<b>1,232,735</b>	<b>771,350</b>	<b>984,578</b>	<b>0</b>		<b>998,024</b>	<b>633,780</b>	<b>0</b>	<b>0</b>
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>4,235,561</b>	<b>4,787,947</b>	<b>6,112,819</b>	<b>6,432,844</b>	<b>0</b>		<b>6,583,522</b>	<b>7,002,553</b>	<b>0</b>	<b>0</b>
Total Revenues	5,762,587	6,019,696	7,146,652	6,968,616	0	7,117,807	7,765,359	7,845,010	0	0
Total Expenditures	5,610,743	5,467,308	5,821,780	6,648,591	0	7,057,084	7,393,445	7,275,300	0	0
<b>Net Income / (Loss)</b>	<b>151,844</b>	<b>552,388</b>	<b>1,324,872</b>	<b>320,025</b>	<b>0</b>	<b>60,723</b>	<b>371,914</b>	<b>569,710</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>151,844</b>	<b>552,388</b>	<b>1,324,872</b>	<b>320,025</b>	<b>0</b>	<b>60,723</b>	<b>371,914</b>	<b>569,710</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	4,083,717	4,235,559	4,787,947	6,112,819	0	6,394,130	6,211,608	6,211,609	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	221,234	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>4,083,717</b>	<b>4,235,559</b>	<b>4,787,947</b>	<b>6,112,819</b>	<b>0</b>	<b>6,394,130</b>	<b>6,211,608</b>	<b>6,432,843</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>4,235,561</b>	<b>4,787,947</b>	<b>6,112,819</b>	<b>6,432,844</b>	<b>0</b>	<b>6,454,853</b>	<b>6,583,522</b>	<b>7,002,553</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	4,235,561	4,787,947	6,112,819	6,432,844	0		6,073,692	5,325,876	0	0
Restricted Net Assets	0	0	0	0	0		509,830	1,676,677	0	0



**FISCAL OPERATIONS**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**

**Other circumstances and information could influence the rating and are noted in this evaluation.**

MSA 8’s fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$6,432,844 and net income of \$320,025. The 2022-2023 Second Interim projected positive net assets of \$7,002,554 and net income of \$569,710.

According to Magnolia Educational & Research Foundation’s (MERF) independent audit report dated June 30, 2022, MSA 8 is one of ten schools operated by MERF. MERF currently has four (4) charter schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF, its related entities, and its charter schools reported positive net assets of \$47,696,574 and net income of \$4,019,758. MERF, without its related entities and charter schools, reported positive net assets of \$2,390,863 and a net loss of **(\$567,168)**. See the explanation regarding the net loss reported for Fiscal Year 2021-2022 under Item #30 in the Notes II section below. According to MERF, MSA 8 pays annual management fees of \$793,661 in Fiscal Year 2021-2022 to MERF for administrative services such as: finance and accounting, human resources, and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees are calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

**Financial Highlights**

Magnolia Science Academy 8	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Net Assets	\$4,235,561	\$4,787,947	\$6,112,819	\$6,432,844	\$7,002,554
Net Income / <b>(Loss)</b>	\$151,844	\$552,388	\$1,324,872	\$320,025	\$569,710
Transfers In / <b>Out</b>	\$0	\$0	\$0	\$0	\$0



Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,529,656	\$3,014,092	\$3,386,788	\$3,937,972	\$5,342,443
Unrestricted Net Assets	\$4,235,561	\$4,787,947	\$6,112,819	\$6,432,844	\$5,325,877
Norm Enrollment Reported by the School	470	481	441	393	384
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	45.09%	55.13%	58.17%	59.23%	73.43%
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	75.49%	87.57%	105.00%	96.75%	73.20%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	657.50%	482.15%	845.67%	714.02%	1170.53%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	14.90%	20.48%	11.20%	13.27%	8.30%
<b>Areas of Demonstrated Strength and/or Progress:</b>					
1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.					
<b>Areas Noted for Further Growth and/or Improvement:</b>					
No significant items noted.					
<b>Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).</b>					



Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from MERF (including bank statements, bank reconciliations, and check registers) for the four (4) MERF charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks across these MERF charter schools to assess overall compliance with *Magnolia Public Schools Financial Policies and Procedures Manual*. Any areas noted as other observations below relating to MERF and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific MERF charter school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each MERF charter school.

**1. Credit Card Transactions – Late Fees**

Based on the CSD’s review of the school’s credit card statements for the period spanning from April 2022 through August 2022, a sample of 24 transactions were selected for further review. The CSD noted that three (3) credit card statements provided by the school referenced late fees. The late fees, as reflected on the credit card statements, are summarized below.

Item #	Acct #	Month	Posting Date	Transaction Amount	Late Fees	Transaction Description
1	X1215	February 2022	2/9/2022	\$11,191,.50	\$28.68	Late Payment
2	X1215	March 2022	3/9/2022	\$10,547.68	\$110.81	Late Payment
3	X1215	April 2022	4/9/2022	\$5,025.98	\$76.04	Late Payment
<b>Total</b>				<b>\$26,765.16</b>	<b>\$215.53</b>	

In response to the CSD’s observations above, MERF’s Chief Financial Officer (CFO) stated: “The payment delay [for a third-party vendor] was due to delays in response time from the LAUSD IT department. MERF reached out to the LAUSD IT team and informed them of this issue since it was related to the District’s network infrastructure. We were charged late fees due to the excessive amount of time it took for the District to remedy this matter. The issue has since been resolved and we don’t anticipate any late fees or other problems in the future.”

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Magnolia Science Academy BELL

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/24/2023

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

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



**Notes:**

**I. Review of Fiscal Documentation**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals do not mirror each other. MERF provided the following explanations for the significant variance between MSA 8's 2021-2022 audited and 2021-2022 unaudited actuals:
  - a. A variance of \$467,082 in Total Revenues was primarily due to an increase in Hold Harmless Revenue Accrual of \$221K and STRS on behalf contributions of \$246K.
3. The school's reported Norm Enrollment was 470, 481, 441, 393, and 384 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 86 students (or 18.30%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 384 students, which is (111) students (or approximately 22.42%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 495 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a balanced budget for the Fiscal Year 2021-2022, and projects positive net assets and net income for Fiscal Year 2022-2023 per its 2022-2023 Second Interim Financials. The school's Norm Enrollment history is summarized below.

<b>Magnolia Science Academy 8's Norm Day Enrollment History</b>					
<b>Grade Level</b>	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	128	127	86	97	99
7th	159	202	170	130	145
8th	183	152	185	166	140
<b>Total Enrollment</b>	<b>470</b>	<b>481</b>	<b>441</b>	<b>393</b>	<b>384</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>(13)</b>	<b>11</b>	<b>(40)</b>	<b>(48)</b>	<b>(9)</b>

When inquired as to what the organization is doing to increase enrollment, MERF stated: "MSA 8 continues to build their presence through relationships within the community which appear to be making progress. The site principal has a passion for working with families and supporting the vision for forming a community school model. This year the school created a Parent Advisory Committee and was selected as the pilot school for the Magnolia School Network to participate in the Community Engagement Initiative (CEI). Through this work, we are learning the problem of practice that focuses on family engagement, as we refine the work we are authentically engaging with the family and the community to build trust and connection. When families feel connected with school staff and the community[,] we are more likely to retain families and also have families refer new families to our learning community. The Principal, Vice Principal, and Community School [C]oordinator have all attended community events to engage with the greater South[e]ast





Los Angeles community. The administration team at MSA 8 has a strong connection to the families and students and has grown as a community, starting as teachers[,] and now serving as school leaders. Students, Families, and Staff are working collaboratively to promote the achievements of the school and look forward to hosting community events such as Vaccination clinics in partnership with the LA County Department of [H]ealth. Additionally, 85.2% of the MSA 8 student population is considered socioeconomically disadvantaged so the resources and partnerships the school provides serve as a critical lifeline to support the overall well being of students and families in the community. They are steadily growing their enrollment through word of mouth and community recruitment opportunities and events. The recruitment plan is outlined in their petition in element 7 with adjustments for a new geographic location.” The CSD will continue to monitor the school’s enrollment through oversight.

4. A Segregation of Duties (SOD) review was conducted in person at MSA 6. No discrepancies were noted.
5. Reviewed 31 checks (and 10 electronic credit/debit transactions). No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from April 2022 through September 2022. Selected the months of April 2022 through September 2022 for sample testing. No discrepancies were noted.
7. Reviewed 24 credit card statements from March 2022 through August 2022. Selected the months of March 2022 through August 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.

## II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school’s governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school’s governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school’s governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school’s organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school’s fiscal policies and procedures was provided.



14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide in Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third party provider), documenting all checks and electronic debit transactions for the prior 12 months (October 2021 - September 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (March 2022 - August 2022) were provided. The CSD's observations were noted under the Other Observations section above.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (April 2022 - September 2022), and d) (If applicable) A list of all debit cards were provided. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements, and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were provided.
  - a. MERF provided the Intra-Org. Loan Agreement. MERF borrowed \$2,248,497 from MSA 8 (with an interest rate of 2% and a maturity date of June 30, 2025). Per MERF's CFO, the purpose of this loan is to address the charter operator's cash flow needs throughout the year.
28. The charter school's plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
29. Disclosure of legal issues was provided. MERF provided documentation regarding seven pending legal matters. Two of these claims are related to Free Appropriate Public Education (FAPE), four of these claims are related to property crimes and/or employment-related disputes, and one of the claims identified



an additional employee matter under review. The filing dates for these claims ranged from Fiscal Year 2019-2020 through Fiscal Year 2021-2022. MERF asserted that the pending legal matters would not have a material fiscal impact on the LAUSD authorized charter schools, as the claims do not apply to any of the LAUSD authorized charter schools. MERF asserted that all these matters are covered by MERF’s insurance and that they would not have a material impact on the organization or its affiliated parties.

30. Regarding MERF’s Net Loss of **(\$567,168)** as noted in the introductory section of Fiscal Operations above, MERF stated: “We continued to provide support to our school sites during the pandemic and did deficit spending at the Home Office during the 2021-22 fiscal year. The deficit spending was intentional in order to support academic programs; MERF maintains sufficient reserves that exceed minimum required levels.”

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

N/A

**Fiscal Operations Rubrics**

*Existing School* – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

*New School* – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> </ol>



<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> <li>18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.</li> </ol>	<ol style="list-style-type: none"> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;</li> <li>15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is generally in place;</li> <li>18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>



<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);</li> <li>5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.</li> </ol>

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Developing</b> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <b>Unsatisfactory</b> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</li> </ol>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or</p>



*An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

- 2. The cash balance at the beginning of the school year is positive; and
- 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.

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

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;
- 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
- 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);
- 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and
- 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

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

sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

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

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



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

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

**New Schools:**

**New Schools:**

**REQUIRED CRITERIA**

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing Board adopts the annual budget;
5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
7. The most current governing board-approved LCAP is posted on the charter school's website; and
8. The LCAP is submitted to the appropriate agencies.

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

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

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

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

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