

Agenda Item:	III A: Information/Discussion Item
Date:	December 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 LACOE's oversight visit reports. LACOE provides two reports: Governance Review report for MPS and an Instructional Review report for each school. The full reports are attached. The following are excerpts from the summary and recommendations parts of the reports.

Summary / Recommendations from Oversight Visit Reports

GOVERNANCE REVIEW 2022-23

Summary:
<i>The current board consists of seven members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<i>Recommendations for continuing practice by the Board:</i> <ul style="list-style-type: none"> • <i>Participation in annual Brown Act training</i> • <i>Have as many board members physically present as possible during regularly scheduled meetings.</i> • <i>Meet LACOE deadlines for all school and central office submissions to canvas portal. Review timelines with LACOE authorized schools.</i> • <i>Focus on CalSAAS system for teacher credentialing assignment monitoring to determine required CALPADS submission. Utilize fully credentialed and highly qualified teachers in all subjects.</i> • <i>Board recruitment should focus on membership of the local community.</i> • <i>Encourage more parent participation at board meetings.</i>
<ul style="list-style-type: none"> • <i>Each LACOE authorized school should indicate such authorization on their school webpage and at physical sites.</i>

INSTRUCTIONAL PROGRAM REVIEW 2022-23

MSA-1:

Summary

MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicates that all classes are being instructed by properly certified instructors. Site visits were in-person, and a facility inspection was performed by LACOE prior to the start of school. Both site visits indicated MSA-1 was operating and implementing the educational program reflected in the charter petition. Interim benchmark assessments indicate a need to improve ELA and Math performance. The instructional program aligned with the Common Core State Standards, ELD Framework, and NGSS. Instructional lessons observed were standards-based aligned and provided several instructional strategies. The LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in breakout rooms*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*
- *Student work displayed throughout rooms*

- *Students worked in small groups with teacher facilitation*
- *Many formative assessments given within many classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-1 served 694 students and maintained an average ADA of 93.14%.

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 84.3% is higher than the comparison school district. English learners attending MSA-1 represent a 22.5% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (15.6%), which is larger than the students' district of residence and the state. See the 2022-23 Student Subgroup Enrollment data below. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-1.

Demographic population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	22.5%	20.1%	16.3%
Foster Youth	0%	0.7%	0.6%
Homeless Youth	2.3%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	15.6%	11.4%	11.9%
Socioeconomically Disadvantaged	84.3%	81.5%	60.9%
All Students	694	440,365	5,487,627

Demographic Population by Ethnicity – 2022-23

Subgroup	MSA-1 Enrollment	LA County (Non-Charter)
African American	1.6%	5.4%
Hispanic/Latino	89.5%	65.8%
Asian	3.6%	7.2%
Pacific Islander	0%	0.2%
White	3%	10.8%
Not Reported	0%	6.2%
All Students	694	1,313,935

Resources

1. CTC Administrator Assignment Manual -<https://www.ctc.ca.gov/credentials/manuals>

Recommendations

- *The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, CAASSP student data, NWEA results, and LCAP goals to ensure implementation of all action items in order to meet the criteria for renewal.*
- *It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
- *Continue to provide professional development and PLC advancement to increase the use of best instructional practices for EL students in all classes.*
- *Continue to modify (or increase) intervention for EL and SPED students in the areas of Math and ELA proficiency. (CAASPP dashboard)*
- *It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of ELs & SWDs, determined by 2023 dashboard results.*
- *Encourage more parent participation and involvement at relevant school functions (ELAC, PTF, PAC, and board meetings).*
- *Continue to monitor and improve the implementation of the ELD program.*
- *Update websites on a regular basis for stakeholders' informational needs.*

MSA-2:

Summary

The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and additional training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. During 2021-22, MSA-2 returned to an in-person learning program with CAASSP testing for all appropriate grade levels. The instructional program aligned with the Common Core State Standards, ELD Framework, and NGSS. Instructional lessons observed were standards-based aligned and

provided several instructional strategies. LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in small groups*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*
- *Student work displayed throughout rooms*
- *Some formative assessments given within some classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students.*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person, at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-2 served 511 and maintained an average ADA of 93.12%

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 87.3% is higher than the comparison school district. English learners attending MSA-2 represent a 15.9% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (18.4%), which is larger than the students' district of residence and the state. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-2.

Demographic population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	15.9%	20.1%	16.3%
Foster Youth	0.2%	0.7%	0.6%
Homeless Youth	0.4%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	18.4%	11.4%	11.9%
Socioeconomically Disadvantaged	87.3%	81.5%	60.9%
All Students	511	440,365	5,487,627

Demographic population by Ethnicity – 2022-23

Subgroup	MSA-2 Enrollment	LA County (Non-Charter)
African American	2.9%	5.4%
Hispanic/Latino	88.6%	65.8%
Asian	3.7%	7.2%
White	4.7%	10.8%
All Students	511	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&agglevel=school&year=2022-23>

Recommendations

- *It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students.*
- *The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, LCAP goals and all internal assessment measures to ensure academic improvement for all students.*
- *MSA-2 must present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
- *It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of ELs & SWDs, determined by 2023 dashboard results.*
- *The school needs to detail specific interventions for EL students, SPED students, and EL Newcomer students in the areas of Math and ELA proficiency. (CAASPP dashboard)*

MSA-3:

Summary

The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. MSA-3 has identified the need for increased academic achievement for students with disabilities, English learners, and African American students. The LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in small groups*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*

- *Student work displayed throughout rooms*
- *Some formative assessments given within some classrooms*
- *Inclusion of ELs, SEDs, students with exceptions, accessing curriculum with all students*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person, at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-3 served 379 and maintained an average ADA of 90.03%.

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 69.1% is lower than the comparison school district. English learners attending MSA-3 represent a 7.9% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (11.9%), which is smaller than the students' district of residence and the state. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-3.

Demographic Population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	7.9%	20.1%	16.3%
Foster Youth	2.1%	0.7%	0.6%
Homeless Youth	2.6%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	11.9%	11.4%	11.9%
Socioeconomically Disadvantaged	69.1%	81.5%	60.9%
All Students	379	440,365	5,487,627

Demographic Population by Ethnicity – 2022-23

Subgroup	MSA-3 Enrollment	LA County (Non-Charter)
African American	35.4%	5.4%
Hispanic/Latino	60.4%	65.8%
Asian	0.5%	7.2%
White	0.8%	10.8%
Two or more races	2.9%	2.5%
All Students	379	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&agglevel=school&year=2022-23>

Recommendations

1. *The school leadership should continue to closely monitor progress on internal assessments, MPOs, and LCAP goals ensuring full implementation of any action items in order to meet the criteria for renewal.*
2. *It is incumbent for the school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
3. *It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of SWDs, determined by 2023 dashboard results.*
4. *The school needs to detail specific interventions for EL students, SPED students, and all low performing groups in the areas of Math and ELA proficiency. (CAASPP dashboard)*
5. *Please continue the practice of providing translations of documents for parents and students having a home language other than English, on the website.*
6. *Analysis of 6th grade instructional program specifically to address MAP scores in ELA and Math.*
7. *Increase parents' participation at specifically designated parent groups with surveys, and board level meetings.*

MSA-5:

Summary

The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student

progress and plan for instruction. LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in small groups*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*
- *Student work displayed throughout rooms*
- *Some formative assessments given within some classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person, at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-5 served 238 and maintained an average ADA of 90.27%.

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 82.4% is larger than the comparison school district. English learners attending MSA-5 represent a 33.2% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (14.7%), larger than the students' district of residence and the state. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-5.

Demographic Population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	33.2%	20.1%	16.3%
Foster Youth	0%	0.7%	0.6%
Homeless Youth	0.4%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	14.7%	11.4%	11.9%
Socioeconomically Disadvantaged	82.4%	81.5%	60.9%
All Students	238	440,365	5,487,627

Demographic population by Ethnicity – 2022-23

Subgroup	MSA-5 Enrollment	LA County (Non-Charter)
African American	1.3%	5.4%
Hispanic/Latino	89.1%	65.8%
Asian	2.1%	7.2%
White	3.8%	10.8%
Filipino	2.9%	1.7%
American Indian	0.4%	0.2%
Two or more races	0.4%	2.5%
All Students	238	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&agglevel=school&year=2022-23>

Recommendations

1. *School leadership should continue to closely monitor progress on MPOs, CAASPP, and LCAP goals ensuring implementation of any action items in order to meet criteria for renewal.*
2. *It is incumbent for the school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
3. *As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.*
4. *Continue to design academic programs specific to large subgroup populations, SEDs and ELs.*
5. *Continue to focus on improving Math proficiency for all subgroups of students.*
6. *Continue the practice of providing translations of documents for parents and students having a home language other than English, on the web site.*
7. *Increase parent participation at specifically designated parent groups, with surveys, and board level meetings.*

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

Los Angeles County Office of Education
Charter School Office Oversight Protocol


GOVERNANCE REVIEW 2022-2023

Charter School:	Magnolia Science Academy (MSA) 1, 2, 3, 5
Charter Term:	2017-2022 (MSA 1, 2, 3) – Extended through June 30, 2025* 2018-2023 (MSA 5) – Extended through June 30, 2026*
<p><i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i></p>	
A. Organizational Management	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> a. Solely a charter school b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations) c. If b, describe the structure 	
<p><i>The four schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p>	
<p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>	
<p><i>LACOE has been provided with all relevant corporate papers including the following: Articles of Incorporation, 2022 Amended Bylaws, COI Code, Lease Agreements, and Co-Location Agreements. Should any amendments take place to any of the corporate documents, the organization is to notify LACOE and provide draft documents for review prior to approval by the Board.</i></p>	
<p>3. There is a list or roster of governing board members.</p>	
<p><i>The roster for 2022-23 identifies seven board members. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. During the Magnolia Public Schools (MPS) Board meeting of July 7, 2022, Mr. Daniel Sheehan and Ms. Esra Eldem were approved as new MPS Board members. Mr. Sheehan and Ms. Eldem were appointed for five-year terms beginning on June 17, 2022, and ending June 16, 2027. The current MPS Board includes the following individuals: Mekan Muhammedov, Chair; Sandra Covarrubias, Vice Chair; Dr. Umit Yapanel, Member; Dr. Salih Dikbas, Member; Diane Gonzalez, Member; Daniel Sheehan, Member; and Esra Eldem-Tunc, Member.</i></p>	
<p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p>	
<p><i>According to the MPS charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plans for MSA 1, 2, 3, and 5 on June 22, 2023. The Board maintains an Academic Committee that oversees instructional evaluation. In addition, the Chief Academic Officer, Chief Accountability Officer, and Leadership Team provide regular reports and updates to the board regarding academic progress, LCAP outcomes, curriculum and instruction, and any changes made to the academic program for students.</i></p>	
<p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>	
<p><i>The Chief Financial Officer and back-office provider provide financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools and adjusts the budget and operations, as</i></p>	

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

<i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, president, vice presidents, secretary, and treasurer.</i>
7. The bylaws delineate committees and provide detailed job descriptions for these committees.
<i>The bylaws discuss the creation of, and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. At this time, the board maintains Academic, Educational Partners & Development, Finance, Audit/Facilities, and Nominating/Governance committees.</i>
<i>Magnolia Public Schools has published its 2022-23 MPS Board of Directors Handbook. The handbook was reviewed by the Board Nominating/Governance Committee and approved by the full Board on March 24, 2022. The handbook is provided to each board member, and is used for onboarding, training, and reference. The document includes an overview of MPS, home office details, and specific Board information including member roles and responsibilities, Board committees, and Board policies.</i>
D. Clarity
1. The governing board actively discusses which elements of key decision are governance vs. management.
<i>A review of audio recordings demonstrates a clear delineation between governance and management. The board has not attempted solving school management issues on its own.</i>
2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.
<i>Yes, the board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.
<i>Yes, the board has demonstrated an understanding of this rule and its effective execution.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.
<i>Yes, a review of board documents and audio recordings indicate a collaborative and cooperative relationship exists between the charter leader, the board chair, and the full board.</i>
E. Meetings
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.
<i>The board meets on a regular basis. In the 2022-23 school year, MPS conducted 17-regular board meetings, 10-Audit/Facility meetings, 3-Finance meetings, 2-Academic meetings, 1-Ad Hoc meeting, and 1-Educational partners meeting. Committees of the board meet during the other weeks of the month, with special board meetings held as needed. All meetings comply with the requirements of the Brown Act.</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes
<i>All board meetings are compliant with the Brown Act. Board members participate in Brown Act training, and meeting agendas are posted and available on the school and organization websites.</i>
3. The governing board has resolutions and board-adopted policies related to the following: <ul style="list-style-type: none"> a. Conflict of interest

<ul style="list-style-type: none"> b. Advisory Council Nominating Process c. Public Records Requests d. Curriculum and Instruction Policies e. Facilities and Operations f. Personnel g. Student Policies h. Handbooks: parent, student, employee i. Parent complaint resolution and due process j. Internal controls policies and related forms and systems k. Bank signature authorizations l. Harassment: student, staff m. Safety plan n. Immunization records o. Family Educational Rights and Privacy Act (FERPA): Policy and notices p. Section 504 compliance q. Allowable purchases and purchasing authority r. Uniform Complaint Procedures
<i>Yes, the board has adopted policies related to all of the above concerns.</i>
4. Material revisions to the charter have been approved by the governing board.
<i>There were no material revisions in the 2022-23 school year.</i>
F. Parent and Staff Involvement
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.
<i>In addition to holding regular parent and staff meetings, parents have regular emails and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents, staff members, and teachers during their public meetings. Further, MPS seeks parental input through surveys and through parent participation on committees at each school site.</i>
Summary:
<i>The current board consists of seven members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exist. There have been no notices of violation or documented board complaints. The board has demonstrated effective governance and the ability to take action in alignment with the school's mission and vision.</i>
Recommendations:
<p><i>Recommendations for continuing practice by the Board:</i></p> <ul style="list-style-type: none"> • <i>Participation in annual Brown Act training</i> • <i>Have as many board members physically present as possible during regularly scheduled meetings.</i> • <i>Meet LACOE deadlines for all school and central office submissions to canvas portal. Review timelines with LACOE authorized schools.</i> • <i>Focus on CalSAAS system for teacher credentialing assignment monitoring to determine required CALPADS submission. Utilize fully credentialed and highly qualified teachers in all subjects.</i> • <i>Board recruitment should focus on membership of the local community.</i> • <i>Encourage more parent participation at board meetings.</i>

<ul style="list-style-type: none"> Each LACOE authorized school should indicate such authorization on their school webpage and at physical sites. 	
Report completed by LACOE Lead Reviewer: <u>Duncan McCulloch</u> <small>Duncan McCulloch (Nov 8, 2023 17:16 PST)</small>	Approved by LACOE Charter School Office Administrator: 
Duncan McCulloch, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: October 3, 2023	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

INSTRUCTIONAL PROGRAM REVIEW 2022-23

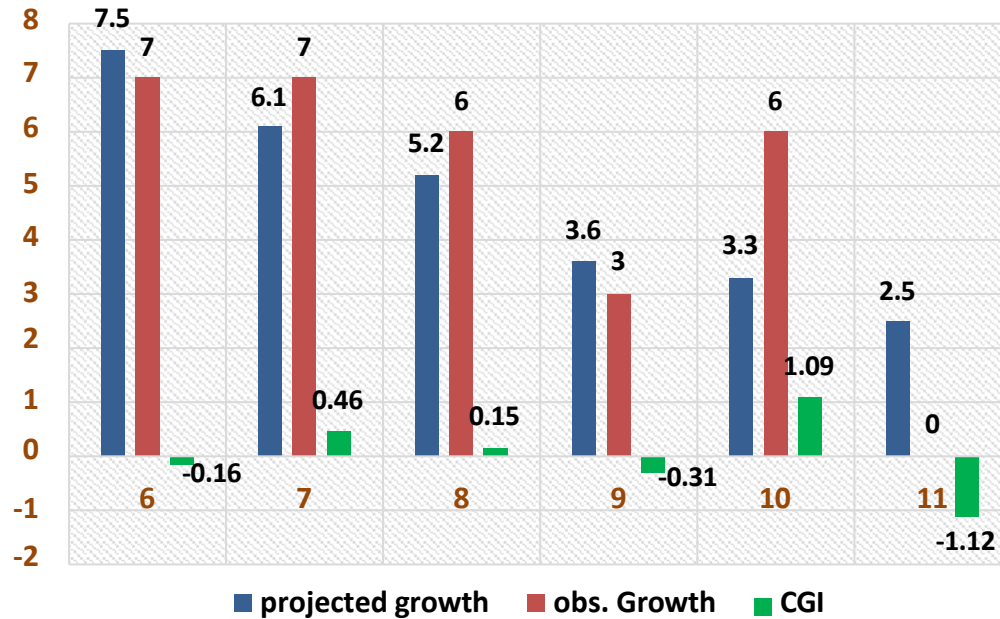
Charter School:	Magnolia Science Academy-1 (Grades 6-12)	
Date of Visit(s):	November 17, 2022 and May 17, 2023	
Enrollment:	Expected: 795	Actual: 694
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Magnolia Public Schools' (MPS) vision is that graduates of MPS are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-1 is implementing the curricular and instructional plan as outlined in the approved charter. The core curriculum for MSA-1 is based upon the UC/CSU A-G course requirements and includes five advanced placement courses (93 total students) and a selection of elective courses that complement the school's focus on STEAM education. MSA-1 has established an agreement with Los Angeles Mission College to offer college courses on campus during the school year. The number of college courses taken in the 2022-23 school year was 87, with 35 students enrolled in courses during the spring semester.</i></p> <p><i>During the 2022-23 school year, MSA-1 continued in-person learning for students. Classroom observations during visits show increased use of technology by teachers and increased student interaction and active participation during instruction.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>There are currently 39 credentialed instructors for both general education and special education (11 teachers have preliminary credentials and six teachers on permits). In addition to the regular teaching staff, MSA-1 provides a Vice Principal, two academic deans, two student deans, an EL coordinator, and a team of Education Specialists. Further, the home office provides assistance through academic coordinators.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>Based on the 8 State Standards, MSA-1 could potentially be designated as a Differentiated Assistance (DA) school due to the 2021-22 dashboard results of state priorities for one or more student groups across two or more priorities. The two student sub-groups of English learners and Students with Disabilities were identified as low performers in the academic standard and chronic absenteeism. If these sub-groups are recognized for two consecutive years, then schools are identified as DA. MSA-1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with teachers during the day, or they can receive assistance before and after school, or during Saturday School. Think Together partnerships, and Spring camp through the Pali Institute are also available for students to improve their academic performance. In addition, the school offers Power classes in ELA and Math as daily interventions. Data meetings are held twice each week to roster students into specific intervention programs and online courses are offered for those needing credit recovery.</i></p>		

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
<i>The MPS Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks, parents are provided a hard copy or electronic copy of their child's progress report. MSA-1 now offers dual enrollment opportunities for students through Los Angeles Mission College. Over 50 students were enrolled in college courses during the school year. Credit recovery courses were provided during the summer session as well.</i>
5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.
<i>MSA-1 continues to implement a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, school teams regularly compete in STEAM related activities, including robotics. In addition to providing AP classes and multiple college courses, MSA-1 provides multiple interventions and learning acceleration methodologies for anyone needing assistance. MSA-1 has increased its number of STEAM related offerings to include computer science at both the middle school and high school.</i>
6. The charter school has sought WASC accreditation.
<i>MSA-1 is accredited through the Western Association of Schools and Colleges (WASC) until June 30, 2028.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.
<i>See the Fiscal Annual Report provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Yes, MSA-1 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The final quarterly report for the year shows zero overdue IEPs and 30 minutes of service owed to one student.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.
<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive PE, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).
<i>MSA-1 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync, MyOn Reading, and IXL Learning for math and ELA. The 2022 dashboard data indicates that 2.04% of EL students met or exceeded proficiency in ELA and 1.02% in Math. The school's most recent reclassification rate for 2021-22 was 10.4%.</i>
C. Curricular Materials
1. The charter school uses state standards-based instructional materials.
<i>MSA-1 uses California standards-based instructional materials from approved publishers.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.

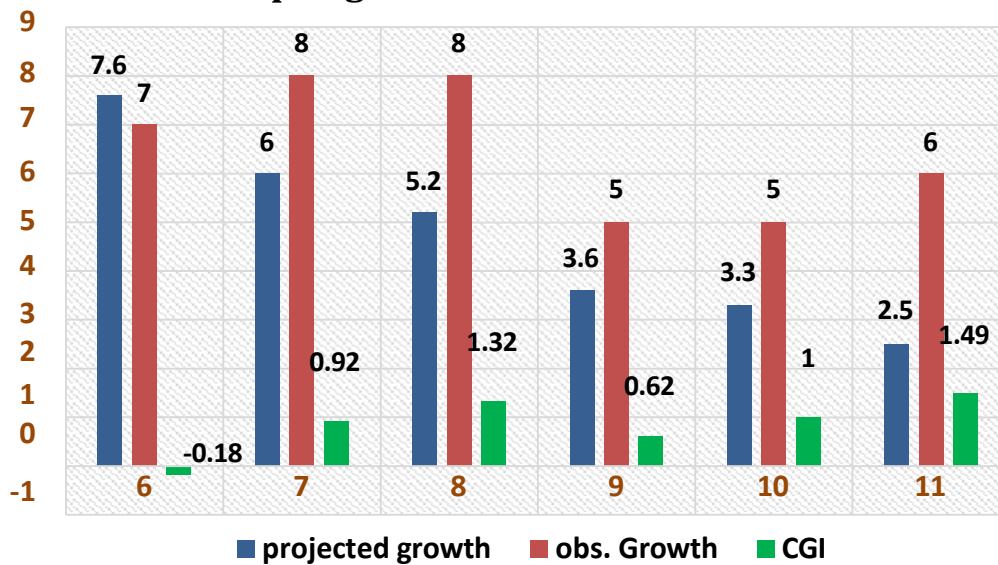
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-1 implements multiple programs for instructional differentiation at the individual level including ALEKS, MyOn Reading, Flocabulary, and Standards Plus for grammar and writing.</i>	
3.	The charter school uses instructional materials that address the specific needs of English learners. <i>MSA-1 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4.	The charter school refrains from using faith-based instructional materials. <i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification	
1.	The charter school staff has received legally required trainings. <i>The school provided the LACOE Charter School Office (CSO) a matrix listing all professional development opportunities provided for staff, including legally required trainings, and the dates those trainings were conducted.</i>
2.	Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. <i>MSA-1 followed the model of all Magnolia Public Schools, instituting professional learning communities (PLCs) with all staff departments. MSA-1 staff meets on Wednesdays within specific PLCs, with grade-level and department meetings rotating on alternating Wednesday afternoons. School leadership staff meeting topics include MTSS, PLC, PBIS, SEL, student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. These departmentalized meetings include the following topics: pedagogical strategies, differentiation, student achievement data and analysis using IAB, MAP-NWEA and IXL, explicit direct instruction, and providing modifications and accommodations for students. MSA-1 leadership also participates in Monday Leadership meetings with the home office team.</i>
3.	Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations. <i>MSA-1 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that staff members hold an appropriate English learner and/or special education credentials and authorization.</i>
4.	The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers. <i>During both the first and second semesters of 2022-23, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5.	The charter school participates in trainings made available through LACOE. <i>MSA-1 attends all required trainings provided by LACOE staff.</i>
E. Ongoing Assessment	
1.	The charter school participates in CAASPP testing as required for all K-12 schools in California. <i>MSA-1 participates in required CAASPP testing, as evidenced by the cumulative record of annual test scores and the school's testing schedule. During the 2021-22 and 2022-23 school years, CAASPP testing was administered to all appropriate grade levels (6, 7, 8, 11).</i>
2.	A review of CAASPP and verifiable data indicates the charter school is on target to meet renewal requirements as set forth in EC 47607.

<p><i>Effective July 1, 2022, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by one additional year pursuant to California Education Code Section 47607.4. The California Department of Education (CDE) Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-1 has now been extended through June 30, 2025.</i></p> <p><i>Schoolwide Student Academic Performance and Achievement</i></p> <p><i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>The 2022 CAASPP data for all students (423 tested in grades 6, 7, 8 and 11) showed 36.04% of students met or exceeded standard in ELA, and 14.05% met or exceeded standard in math. The percentage of current EL students who progressed at least one ELPI level (53.6%), maintained ELPI level 4 (0%), maintained ELPI levels 1, 2L, 2H, 3L, 3H (32.5%), or decreased at least one ELPI level (13.9%), was indicated on the dashboard for the 2022 school year.</i></p> <p><i>In preparation for charter renewal, it will be important for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be essential in demonstrating progress, particularly during times when testing was suspended.</i></p>	
3.	<p>The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> <p><i>MSA-1 has completed and submitted a SARC for 2022-23, which is also on file with the California State Board of Education website. The school also submitted an Annual Report to LACOE reporting progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data and the results of internal assessments. All documentation was submitted in a timely manner.</i></p>
4.	<p>Student achievement data is regularly reported to parents and staff.</p> <p><i>The school's website provides a login for parents, so they have the ability to track their child's progress at school. Parents also have access to student data portal using Parent Square. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a copy of their child's progress report. Parent/teacher conferences are held once each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
5.	<p>The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> <p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention, followed by targeted instructional planning. The following is a comparison of NWEA data compiled for the 2021-22 and 2022-23 school years and corresponding percentages of all students who met CGI per grade level (Acceptable CGI ≥ -0.2 and % met $\geq 50\%$):</i></p>

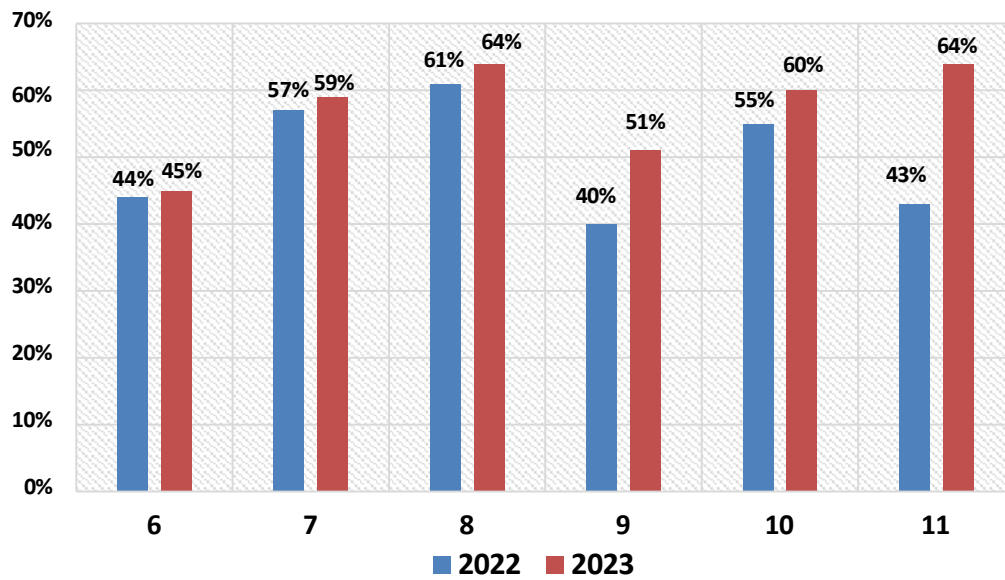
Spring 2022 Grade Level Norms-Math



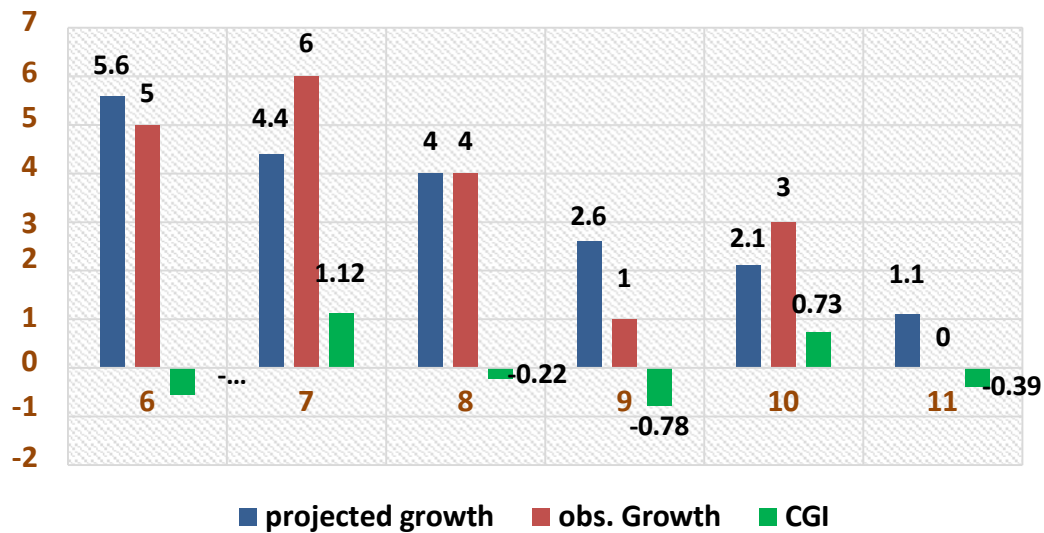
Spring 2023 Grade Level Norms-Math



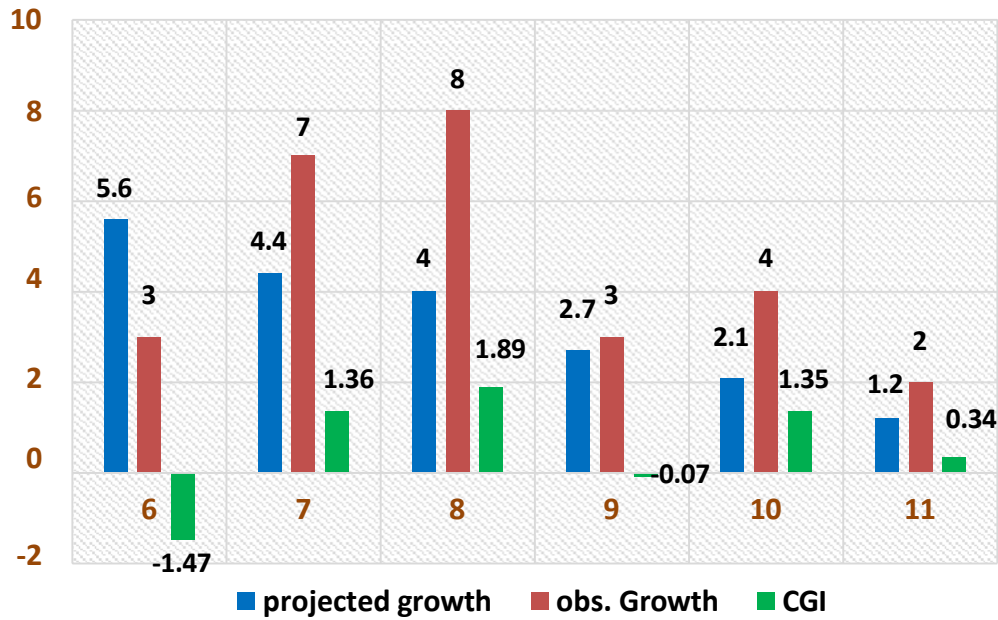
% of Students Who Met CGI-Math



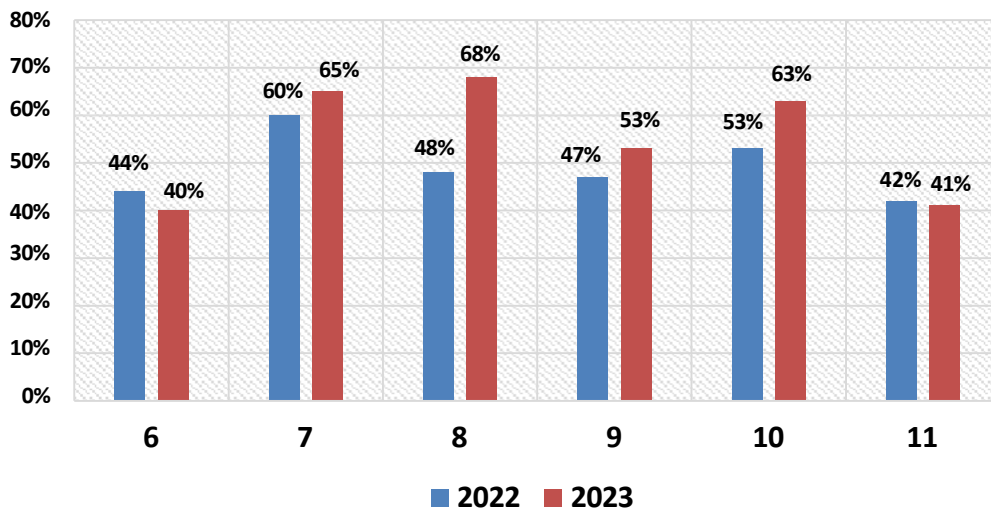
Spring 2022 Grade Level Norms-ELA/Reading



Spring 2023 Grade Level Norms-ELA/Reading



% of Students Who Met CGI-ELA



6. The charter school has implemented actions to address identified areas for improvement.

The school reports that special education students and English learners continue to need targeted assistance toward improvement on CAASPP. MSA-1 reports having taken the following steps to address these specific areas of need: Power classes, tutoring, Saturday School, and summer school provide additional academic support. All English classes provide students with opportunities to use Study Sync for ELD and has implemented universal standards of writing and reading across content areas.

7. Local Control Accountability Plan (LCAP):	
a. Board Approval/Timeliness of Submission:	<i>The MPS Board approved the 2022-23 LCAP for MSA-1 during their meeting of June 23, 2022.</i>
b. 2022-23 LCAP Update	<p><i>Based on the report provided in the Annual Update for the 2022-23 academic year of the school's progress toward meeting goals as outlined in the school's LCAP.</i></p> <p><u><i>Goals relating to the following areas:</i></u></p> <ul style="list-style-type: none"> <i>Improved SBAC scores in ELA and Math</i> <i>93.14% Attendance rate (goal is 95%)</i> <i>EL student progress toward proficiency increased by 16%</i> <i>Implementation of universal standards of writing and reading across content areas</i> <i>Saturday School, after school tutoring and Power classes are provided for students.</i> <i>Advanced Placement and college classes are available to students.</i> <i>Use of PLCs to drive instruction through data analysis</i> <i>MSA-1 has a 100% graduation rate for seniors.</i>
c. Required Metrics addressed based on type of charter and services offered	<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups	<i>MSA-1 has established annual goals for all significant subgroups.</i>
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	<i>MSA-1 has a new high school building which is fully operational. The school is now moving forward with installation of additional bungalows, installation of shade structures, reconstruction of a new gymnasium, and the purchase of an additional building directly adjoining the existing middle school building.</i>
2. The charter school maintains proper documentation related to student safety	<i>Yes, MSA-1 maintains proper documentation related to student safety.</i>
Summary	
<p><i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. A review of staff records indicates that all classes are being instructed by properly certified instructors. Site visits were in-person, and a facility inspection was performed by LACOE prior to the start of school. Both site visits indicated MSA-1 was operating and implementing the educational program reflected in the charter petition. Interim benchmark assessments indicate a need to improve ELA and Math performance. The instructional program aligned with the Common Core State Standards, ELD Framework, and NGSS. Instructional lessons observed were standards-based aligned and provided several instructional strategies. The LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:</i></p> <ul style="list-style-type: none"> <i>Evidence of student collaboration in breakout rooms</i> <i>Positive rapport between students and teachers</i> <i>Students asked purposeful questions</i> <i>Student work displayed throughout rooms</i> 	

- *Students worked in small groups with teacher facilitation*
- *Many formative assessments given within many classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-1 served 694 students and maintained an average ADA of 93.14%.

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 84.3% is higher than the comparison school district. English learners attending MSA-1 represent a 22.5% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (15.6%), which is larger than the students' district of residence and the state. See the 2022-23 Student Subgroup Enrollment data below. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-1.

Demographic population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	22.5%	20.1%	16.3%
Foster Youth	0%	0.7%	0.6%
Homeless Youth	2.3%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	15.6%	11.4%	11.9%
Socioeconomically Disadvantaged	84.3%	81.5%	60.9%
All Students	694	440,365	5,487,627

Demographic Population by Ethnicity – 2022-23

Subgroup	MSA-1 Enrollment	LA County (Non-Charter)
African American	1.6%	5.4%
Hispanic/Latino	89.5%	65.8%
Asian	3.6%	7.2%
Pacific Islander	0%	0.2%
White	3%	10.8%
Not Reported	0%	6.2%
All Students	694	1,313,935

Resources

1. CTC Administrator Assignment Manual -<https://www.ctc.ca.gov/credentials/manuals>

Recommendations

- *The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, CAASSP student data, NWEA results, and LCAP goals to ensure implementation of all action items in order to meet the criteria for renewal.*
- *It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
- *Continue to provide professional development and PLC advancement to increase the use of best instructional practices for EL students in all classes.*
- *Continue to modify (or increase) intervention for EL and SPED students in the areas of Math and ELA proficiency. (CAASPP dashboard)*
- *It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of ELs & SWDs, determined by 2023 dashboard results.*
- *Encourage more parent participation and involvement at relevant school functions (ELAC, PTF, PAC, and board meetings).*
- *Continue to monitor and improve the implementation of the ELD program.*
- *Update websites on a regular basis for stakeholders' informational needs.*

Report completed by LACOE Lead Reviewer

Duncan McCulloch

Duncan McCulloch (Nov 8, 2023 17:16 PST)

Duncan McCulloch, Coordinator III

Approved by LACOE Charter School Office Administrator:



Indra Ciccurelli, Director II

Date report provided to the charter school:

October 10, 2023

Report provided to charter school via:

- ☒ US Postal Mail/Email
☐ Meeting
☒ Zoom Conference

INSTRUCTIONAL PROGRAM REVIEW 2022-23

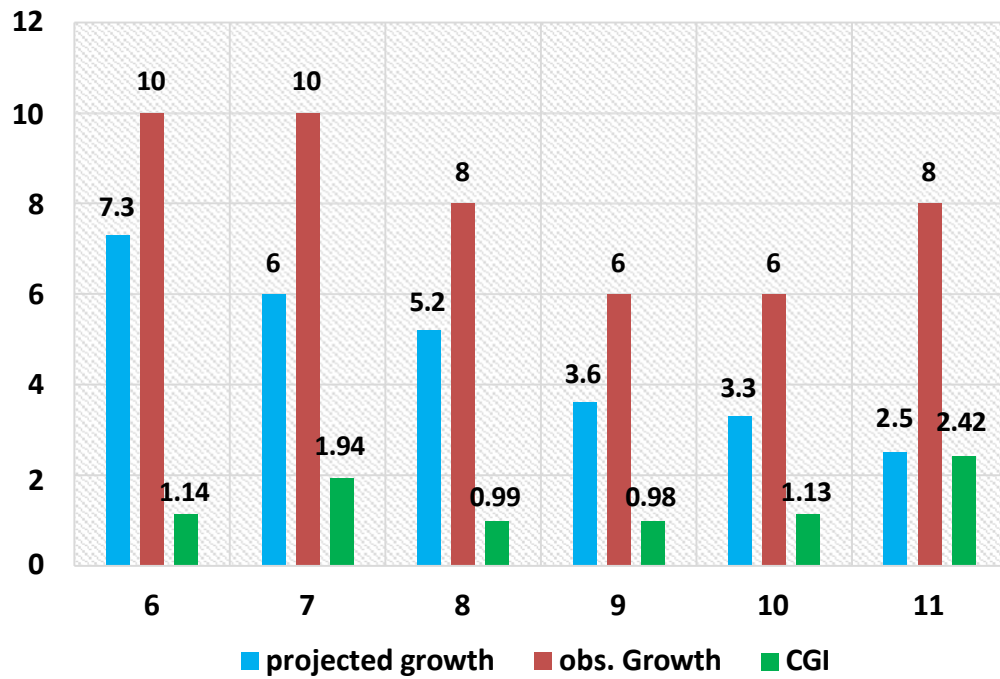
Charter School:	Magnolia Science Academy-2 (Grades 6-12)	
Date of Visit(s):	November 8, 2022 and May 2, 2023	
Enrollment:	Expected: 705	Actual: 478 (LACOE ADA)
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.		
<p><i>Magnolia Science Academy-2 (MSA-2) is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." The core curriculum is based upon the UC/CSU A-G course requirements, and includes two Advanced Placement courses (57 total students), and a selection of electives that complement the school's focus on STEAM education including Robotics, Computer Science, Programming, and Studio Art. MSA-2 has a dual enrollment partnership with Los Angeles Valley College to offer college courses on campus (Psychology 001, Real Estate 001, Health 11, Physical Geography 001, Counseling 20, & English 101) serving approximately 47 students. During the 2022-23 school year, MSA-2 continued in-person instruction for all students. Classroom observations showed increased use of technology by teachers and increased opportunities for student interactions and active participation during instruction.</i></p>		
2. The charter school staffing is sufficient to carry out the educational program.		
<p><i>During the 2022-23 school year, MSA-2 had 24 credentialed instructors for both general education and special education (five teachers with preliminary credentials and nine teachers on permits). In addition to the regular teaching staff, MSA-2 provides a Vice Principal, two Deans of students, Community school coordinator, and one college counselor. The school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides support staff including a school psychologist and parent and community engagement coordinator (PACE). Instruction for students with disabilities is provided in mainstream classroom settings by Resource Specialists and paraprofessionals.</i></p>		
3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.		
<p><i>Based on the 8 State Standards, MSA-2 could potentially be designated as a Differentiated Assistance (DA) school due to the 2021-22 dashboard results of state priorities for one or more student groups across two or more priorities. The two student subgroups of English learners and Students with Disabilities were identified as low performers in the academic standard and chronic absenteeism. If these subgroups are recognized for two consecutive years, then schools are identified as DA. During the 2022-23 school year, MSA-2 offered students extra time with teachers before or after school and offered Power classes in ELA and Math during the school day. The school uses Saturday instruction for both remediation and enrichment for students needing assistance. Online courses are offered for those in need of credit recovery. The school is planning to increase academic support for EL newcomers in the 2023-24 school year.</i></p>		
4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.		

<i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. The school communicates regularly with parents about college entrance requirements and transferable course work.</i>	
5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.	<i>MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school fields competitive teams in STEAM related activities, including Vex Robotics and Drones. Additional opportunities include a JAVA Course offering and support for students wishing to pass the Oracle Certified Associate Exam (OCE).</i>
6. The charter school has sought WASC accreditation.	<i>MSA-2 is fully accredited by WASC through June 30, 2028.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	<i>See the financial review provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations	
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.	<i>Yes, MSA-2 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload. The reports also show zero delinquent IEPs, and that zero students were owed services.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.	<i>In addition to the implementation of instruction and use of classroom and intervention curriculum, MSA-2 students receive service in Speech and Language, Occupational and Physical Therapy, Psychological services, and Counseling by certificated staff and MFT interns.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).	<i>Yes, MSA-2 has established an English Learners Master Plan for the identification, instruction, reclassification, and progress monitoring of English learners (ELs). The 2021-22 CAASPP data indicates that 6% of EL students met or exceeded proficiency in ELA and 6% in Math. The last reclassification rate available for 2021-22 was 20%. As mentioned above, MSA-2 could be identified as a DA school if ELs perform below state standards for two consecutive years.</i>
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	<i>MSA-2 uses California standards-based instructional materials from McGraw-Hill in all core classes.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.	<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided using push-in and pull-out services. In addition, MSA-2 implements multiple programs for instructional differentiation at the individual level including ALEKS, MyOn Reading, Flocabulary, Standards Plus, and Quill for grammar and writing.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.	

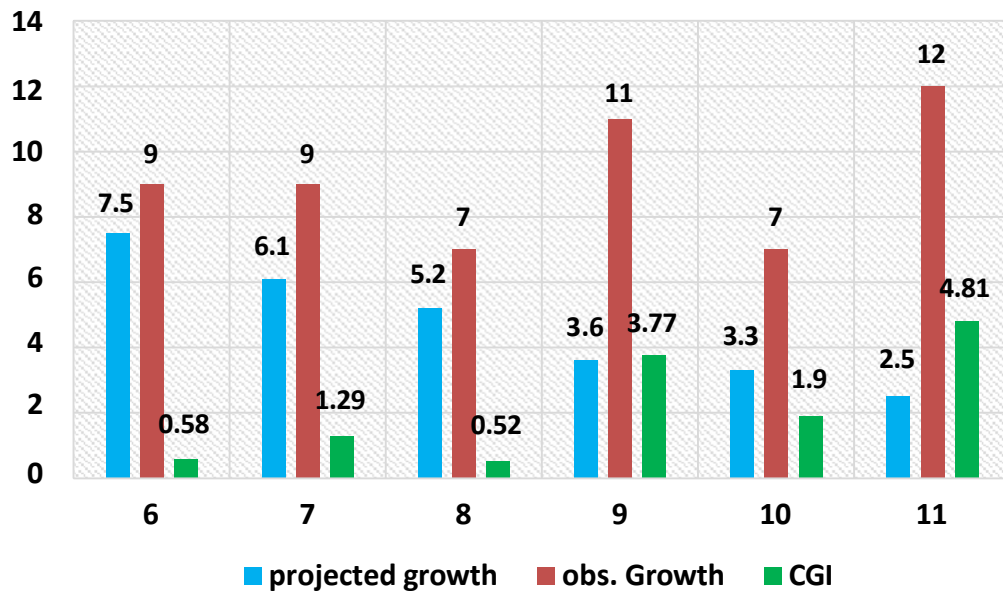
<i>Yes, MSA-2 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync, Listenwise, Read Theory, and MyON.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings.
<i>MSA-2 staff are required to complete mandatory trainings using their online portal (Safe Schools). The school provided the LACOE Charter School Office (CSO) with a matrix of all professional development, including the dates for legally required trainings.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.
<i>MSA-2 followed the model of all Magnolia Public Schools, instituting professional learning communities (PLCs) with all staff departments. MSA-2 staff meets on Wednesdays within specific PLCs, with grade-level and department meetings rotating on alternating Wednesday afternoons. School leadership staff meeting topics include MTSS, PLC, PBIS, SEL, student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. These departmentalized meetings include the following topics: pedagogical strategies, differentiation, student achievement data and analysis using IAB, MAP-NWEA and IXL, explicit direct instruction, and providing modifications and accommodations for students. MSA-2 leadership also participates in Monday Leadership meetings with the home office team.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.
<i>MSA-2 administration submitted staff rosters to LACOE during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required credentials and authorizations to instruct English learners and students with special needs.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.
<i>During both the first and second semester of 2022-23, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.
<i>MSA-2 attends all required trainings provided by LACOE staff.</i>
E. Ongoing Assessment
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.
<i>MSA-2 participates in required CAASPP testing, as evidenced by the previous records of test scores and testing schedules. During the 2021-22 and 2022-23 school years, CAASPP testing was administered to all appropriate grade levels (6, 7, 8, 11).</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.
<i>Effective July 1, 2022, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by one additional year pursuant to California Education Code Section 47607.4. The California Department of Education (CDE) Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-2 has now been extended through June 30, 2025.</i>

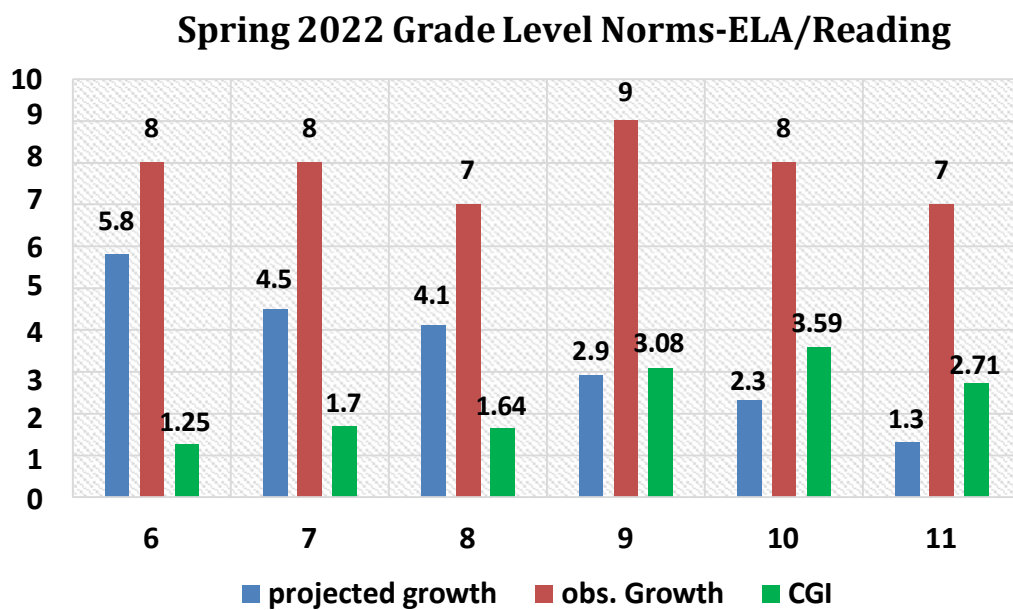
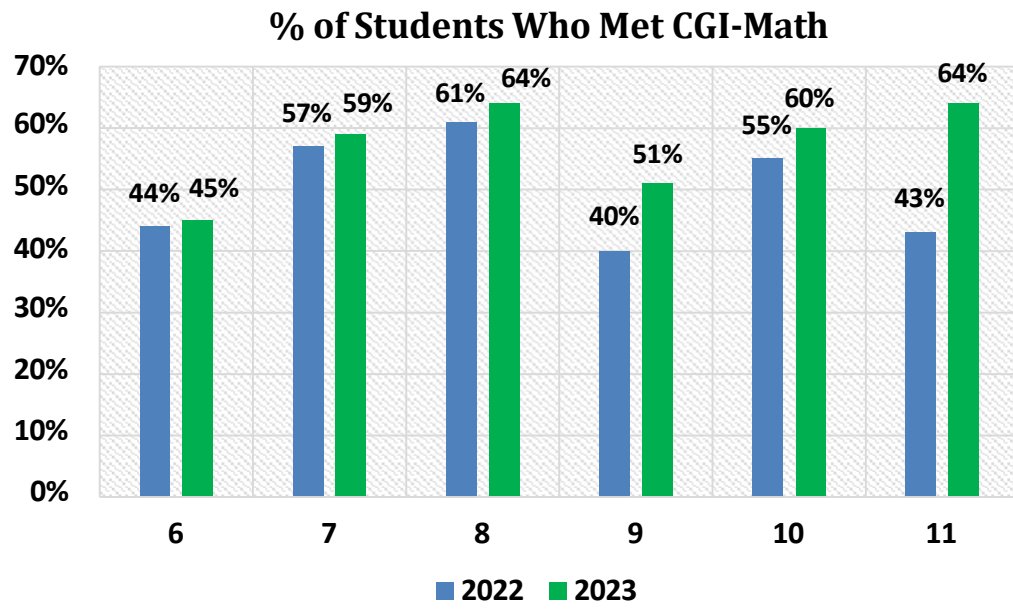
<p><i>Schoolwide Student Academic Performance and Achievement</i></p> <p><i>Effective July 1, 2020, the renewal criteria for charter schools changed and will now be based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>The 2022 CAASPP data for all students (340 tested in grades 6, 7, 8 and 11) showed 35.88% of students met or exceeded standard in ELA, and 21.76% met or exceeded standard in math. The percentage of current EL students who progressed at least one ELPI level (54.9%), maintained ELPI level 4 (0%), maintained ELPI levels 1, 2L, 2H, 3L, 3H (29.6%), or decreased at least one ELPI level (15.5%), was indicated on the dashboard for the 2022 school year. The school has identified 71 students as English learners, the 2022 CAASPP results for meeting or exceeded the standards were 6% (ELA) and 6% (Math).</i></p> <p><i>In preparation for charter renewal, it will be essential for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be key indicators in demonstrating progress, as an internal assessment and for grades not participating in SBAC testing.</i></p>	
3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.	<i>MSA-2 has completed and submitted a SARC during 2022-23 which is on file with the CDE, and the school submitted an annual report to LACOE in a timely manner. All Measurable Pupil Outcomes were addressed in the report, including those areas still in progress.</i>
4. Student achievement data is regularly reported to parents and staff.	<i>The school's website provides a login for parents, so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information using Parent Square. In addition, every six weeks, parents are provided a hard copy or electronic copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i>
5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.	<i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention, followed by targeted instructional planning. The following is a comparison of NWEA data compiled for the 2021-22 and 2022-23 school years and corresponding percentages of all students who met CGI per grade level (Acceptable CGI \geq -0.2 and % met \geq 50%):</i>

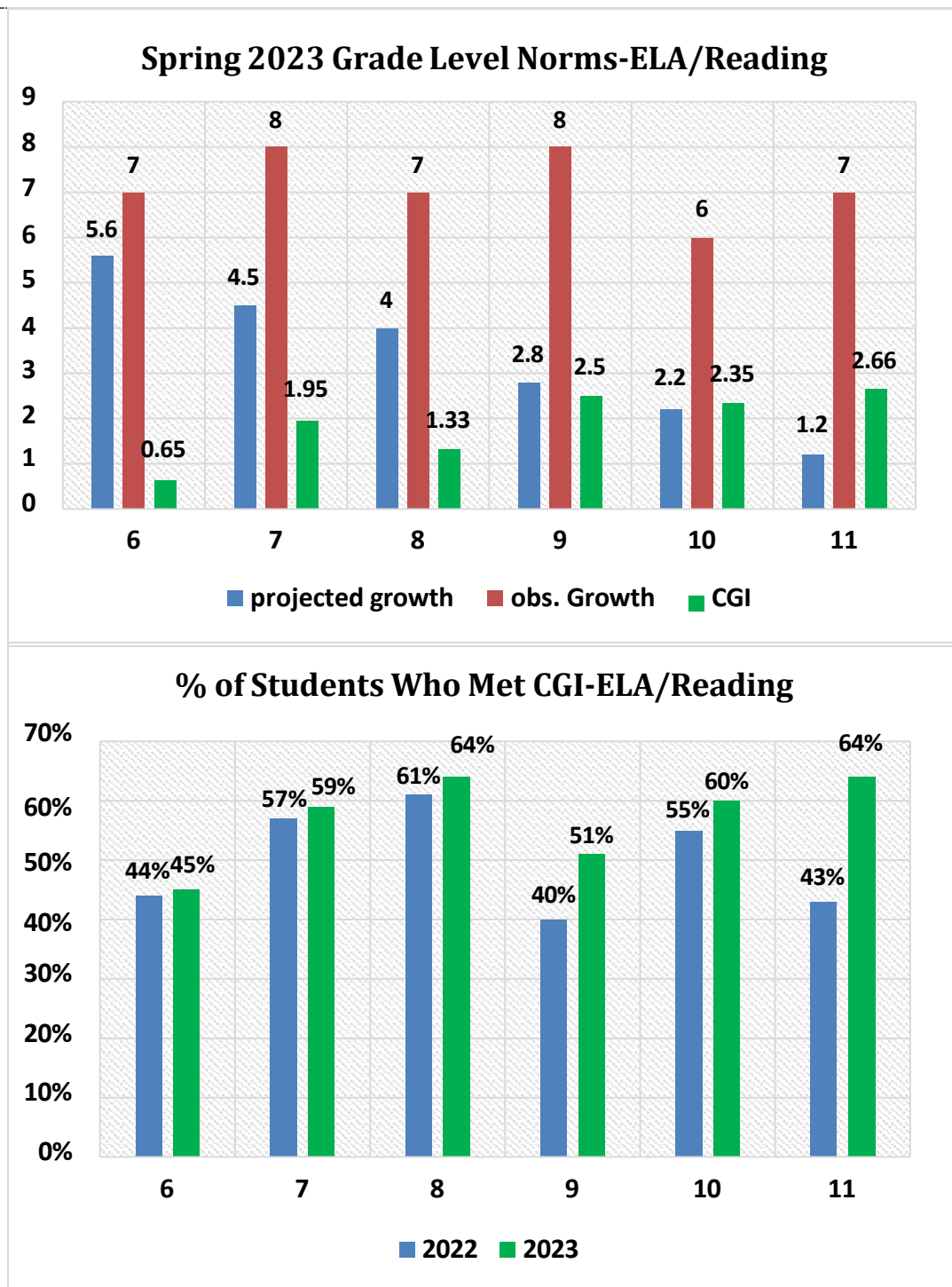
Spring 2022 Grade Level Norms-Math



Spring 2023 Grade Level Norms-Math







6. The charter school has implemented actions to address identified areas for improvement.

MSA-2 reports that continued improvement is needed for English learners, Hispanic students, EL Newcomer populations, and students with special needs, with math as a primary content area of focus. The school has listed these areas of need but needs to specify goals, strategic interventions, and objectives to provide targeted interventions and supports for all students needing assistance.

7. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:

<i>The MPS Board approved the 2022-23 LCAP for MSA-2 during their meeting on June 23, 2022.</i>	
b. 2022-23 LCAP Update	<p><i>Based on the report provided in the Annual Update for the 2022-23 academic year of the schools' progress toward meeting the goals as outlined in the school's LCAP.</i></p> <p><u>Goals relating to the following areas:</u></p> <ul style="list-style-type: none"> • <i>Meet growth targets for all students in math on the NWEA MAP exams.</i> • <i>Meet growth targets for all students in ELA on the NWEA MAP exams.</i> • <i>Only 54.9% of English learners show progress toward English proficiency.</i> • <i>93.12% Attendance rate (goal is 95%)</i> • <i>Maintained low levels of suspension (0.2%) and expulsions (0%).</i> • <i>Saturday School, after school tutoring, learning camps, and Power Classes are provided for students.</i> • <i>Advanced Placement and dual enrollment college classes are available to students.</i> • <i>Successful implementation of PBIS</i> • <i>Implementation of the MTSS framework, including ASB-created lesson plans based upon Zones of regulation</i> • <i>Use of PLCs to drive instruction through data analysis</i> • <i>Increased staffing levels toward supporting students.</i>
c. Required Metrics addressed based on type of charter and services offered	<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups	<i>MSA-2 has provided annual goals and specific targets for all significant subgroups.</i>
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	<i>MSA-2 is located on the Birmingham High School campus and maintains a shared use agreement (Prop 39) with the Los Angeles Unified School District. MSA-2 has purchased a property close to its current location and will build a new school facility to relocate the MSA-2 campus.</i>
2. The charter school maintains proper documentation related to student safety	<i>Yes, MSA-2 maintains proper documentation related to student safety.</i>
Summary	
<p><i>The instructional program at MSA-2 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-2 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and additional training for staff in alignment with achievement goals. MSA-2 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction, including MAP testing and the use of IABs. Throughout the school closure and continuous hybrid learning period, MSA-2 operationalized a program of study through distance learning for students. During 2021-22, MSA-2 returned to an in-person learning program with CAASSP testing for all appropriate grade levels. The instructional program aligned with the Common Core State Standards, ELD Framework, and NGSS. Instructional lessons observed were standards-based aligned and</i></p>	

provided several instructional strategies. LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in small groups*
- *Positive rapport between students and teachers*
- *Students asked purposeful questions*
- *Student work displayed throughout rooms*
- *Some formative assessments given within some classrooms*
- *Inclusion of English learners, SED, students with exceptions, accessing curriculum with all students.*

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person, at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-2 served 511 and maintained an average ADA of 93.12%

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 87.3% is higher than the comparison school district. English learners attending MSA-2 represent a 15.9% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (18.4%), which is larger than the students' district of residence and the state. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-2.

Demographic population by Subgroup – 2022-23

Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	15.9%	20.1%	16.3%
Foster Youth	0.2%	0.7%	0.6%
Homeless Youth	0.4%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	18.4%	11.4%	11.9%
Socioeconomically Disadvantaged	87.3%	81.5%	60.9%
All Students	511	440,365	5,487,627

Demographic population by Ethnicity – 2022-23

Subgroup	MSA-2 Enrollment	LA County (Non-Charter)
African American	2.9%	5.4%
Hispanic/Latino	88.6%	65.8%
Asian	3.7%	7.2%
White	4.7%	10.8%
All Students	511	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&aqqlvel=school&year=2022-23>

Recommendations

- *It is recommended that MSA-2 continue with its addition and implementation of STEM and Career Technical Education (CTE) related courses for students.*
- *The school leadership should continue to closely monitor progress on Measurable Pupil Outcomes, LCAP goals and all internal assessment measures to ensure academic improvement for all students.*
- *MSA-2 must present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.*
- *It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of ELs & SWDs, determined by 2023 dashboard results.*
- *The school needs to detail specific interventions for EL students, SPED students, and EL Newcomer students in the areas of Math and ELA proficiency. (CAASPP dashboard)*

Report completed by LACOE Lead Reviewer:

Duncan McCulloch

Duncan McCulloch (Nov 8, 2023 17:16 PST)

Duncan McCulloch, Coordinator III

Approved by LACOE Charter School Office Administrator:



Indra Ciccurelli, CSO Director II

Date report provided to the charter school:

October 24, 2023

Report provided to charter school via:

- ☒ US Postal Mail/Email
☒ Zoom Meeting
☐ Phone Conference

INSTRUCTIONAL PROGRAM REVIEW 2022-23

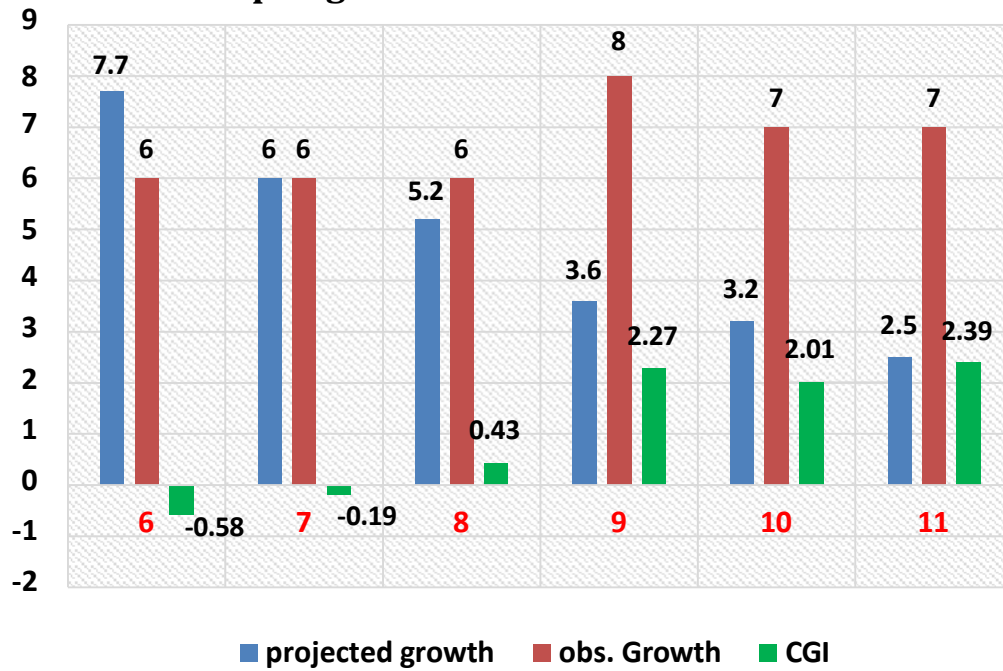
Charter School:	Magnolia Science Academy-3 (Grades 6-12)	
Date of Visit(s):	November 3, 2022 and May 18, 2023	
Enrollment:	Expected: 413	Actual: 379
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>		
<p><i>Magnolia Science Academy-3 (MSA-3) serves grades 6-12 and revolves around its science, technology, engineering, arts, and math (STEAM), and college-readiness environment built into its mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics, and math. The core curriculum is based upon the UC/CSU A-G course requirements and includes six Advanced Placement courses (approximately 125 students), and a selection of electives that complement the school's focus on STEAM education including: computer science, robotics, graphic arts, Journalism, and advanced math. MSA-3 has also increased their participation in California Interscholastic Federation (CIF) sports with many students/athletes involved. For the 2022-23 school year, MSA-3 has established a partnership with Los Angeles Valley College (LAVC), providing students (approximately 80) with opportunities for dual enrollment and college credit. The goal is to offer dual enrollment as a substitute for AP classes. MSA-3 has a graduate profile goal for all students to graduate with literacy with a learner's mindset, creativity, adaptability, critical thinking, global citizenship, and effective communicators. In addition to academics, MSA-3 sponsors a number of co-curricular activities, including Science club, flag football, Dance club, Think together after school programs, and Cheer club. Each year MSA-3 offers a consistent field trip to each of the grade levels and includes every student, a very unique and rewarding event that students look forward to too.</i></p> <p><i>For the 2022-23 school year, MSA-3 continued in-person learning for students. Classroom observations during visits showed increased use of technology by teachers and increased student interaction and active participation during instruction.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p>		
<p><i>During the 2022-23 school year, MSA-3 had 23 credentialed instructors for both general education and special education (two teachers with preliminary credentials and four teachers on permits). In addition to the regular teaching staff, MSA-3 provides a Vice Principal, two Deans of students, a community school coordinator, and one college counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p>		
<p><i>Based on the 8 State Standards, MSA-3 could potentially be designated as a Differentiated Assistance (DA) school due to the 2021-22 dashboard results of state priorities for one or more student groups across two or more priorities. The one student subgroup of Students with Disabilities was identified as low performers in the academic standard and chronic absenteeism. If this subgroup is recognized for two consecutive years, then schools are identified as DA. During the 2022-23 school year, the school offered Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. The school also uses Saturday instruction for both remediation and enrichment.</i></p>		

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.	
<i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. The school communicates regularly with parents about college entrance requirements and transferrable course work.</i>	
5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.	
<i>MSA-3 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts/athletics, and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. The school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community. The instructional design serves students with the demographic make-up of the community as listed in its charter.</i>	
6. The charter school has sought WASC accreditation.	
<i>MSA-3 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028.</i>	
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	
<i>See the Fiscal Annual Report from LACOE Business Advisory Services.</i>	
B. Services to Special Populations	
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.	
<i>Yes, MSA-3 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate numbers of students per teacher on each caseload, with zero delinquent IEPs, and zero students being owed services as of June 17, 2023.</i>	
2. Students who are identified as eligible for special education are receiving services required by their IEPs.	
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive Physical Education, and occupational therapy.</i>	
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).	
<i>Yes, MSA-3 has established an English Learners Master Plan for the identification, instruction, reclassification, and progress monitoring of English learners (EL). The 2021-22 CAASPP data indicates that 0% of EL students met or exceeded proficiency in ELA and 7.69% in Math. The 2021-22 CAASPP data for SWDs showed 5.88% met or exceeded proficiency in ELA and 11.11% in Math. As mentioned above, MSA-3 could be identified as a DA school if SWDs perform below state standards for two consecutive years.</i>	
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	
<i>MSA-3 uses California standards-based instructional materials from McGraw-Hill in all core areas.</i>	

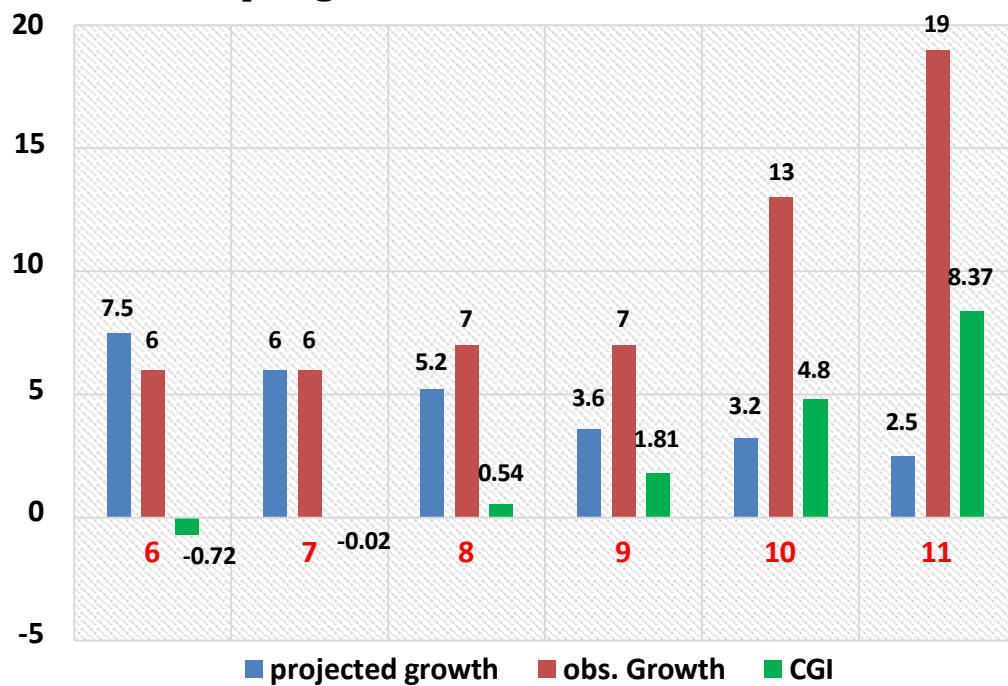
2. The charter school uses instructional materials that address the specific needs of special education students.
<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.
<i>Yes, MSA-3 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync, Flocabulary, IXL, and MyOn.</i>
4. The charter school refrains from using faith-based instructional materials.
<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>
D. Professional Development & Teacher Qualification
1. The charter school staff has received legally required trainings.
<i>MSA-3 provided the LACOE Charter School Office (CSO) with a matrix of all required trainings that were conducted prior to the opening of the school year in August.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.
<i>MSA-3 followed the model of all Magnolia Public Schools, instituting professional learning communities (PLCs) with all staff departments. MSA-3 staff meets on Wednesdays within specific PLCs, with grade-level and department meetings rotating on alternating Wednesday afternoons. School leadership staff meeting topics include MTSS, PLC, PBIS, SEL, student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. These departmentalized meetings include the following topics: pedagogical strategies, differentiation, student achievement data and analysis using IAB, MAP-NWEA and IXL, explicit direct instruction, and providing modifications and accommodations for students. MSA-3 leadership also participates in Monday Leadership meetings with the home office team.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.
<i>MSA-3 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.
<i>During both the first and second semester of the school year, staff credential lists were cross-checked with the school master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.
<i>MSA-3 administration attended LACOE required meetings this school year which consisted of bi-weekly Zoom sessions for all LACOE-authorized charters. In addition, the school continues to participate in LACOE PBIS trainings.</i>
E. Ongoing Assessment
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.

<p><i>MSA-3 participates in required CAASPP testing, as evidenced by the previous records of test scores and testing schedules. During the 2021-22 and 2022-23 school years, CAASPP testing was administered to all appropriate grade levels (6, 7, 8, 11).</i></p>
<p>2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p>
<p><i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant per California Education Code Section 47607.4. The California Department of Education (CDE) Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-3 has now been extended through June 30, 2025.</i></p> <p><i>Schoolwide Student Academic Performance and Achievement</i></p> <p><i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>The 2021-22 CAASPP data for all students showed that 33.18% met or exceeded standard in ELA and 18.44% of students met or exceeded standard in math. The percentage of current EL students who progressed at least one ELPI level (63.6%), maintained ELPI level 4 (0%), maintained ELPI levels 1, 2L, 2H, 3L, 3H (27.3%), or decreased at least one ELPI level (9.1%), was indicated on the dashboard for the 2021-22 school year. The school has identified 22 students as English learners, the 2022 CAASPP results for meeting or exceeded the standards were 0% (ELA) and 7.69% (Math).</i></p> <p><i>In preparation for charter renewal, it will be essential for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be key indicators in demonstrating progress, as an internal assessment and for grades not participating in SBAC testing.</i></p>
<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>
<p><i>MSA-3 has completed and submitted a SARC for 2022-23 to LACOE. The SARC is also on file with the California State Board of Education website. The school also submitted an Annual report to LACOE detailing progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data, and the results of internal assessments. All documentation was submitted in a timely manner.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>
<p><i>The school's website provides a login for parents, so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks, parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>
<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention, followed by targeted instructional planning. The following is a comparison of NWEA data compiled for the 2021-22 and 2022-23 school years and corresponding percentages of all students who met CGI per grade level (Acceptable CGI ≥ -0.2 and % met $\geq 50\%$):</i></p>

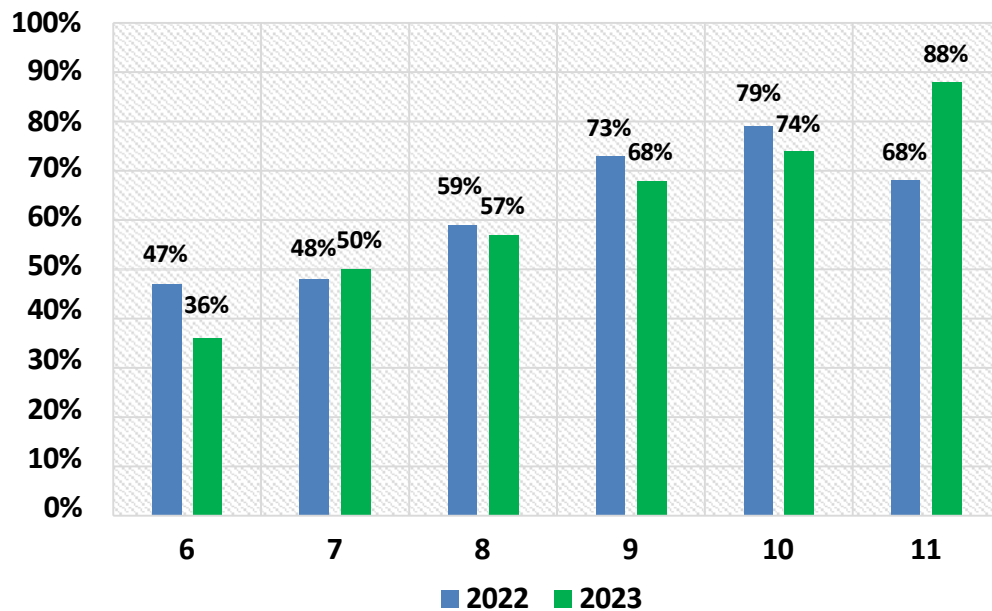
Spring 2022 Grade Level Norms-Math



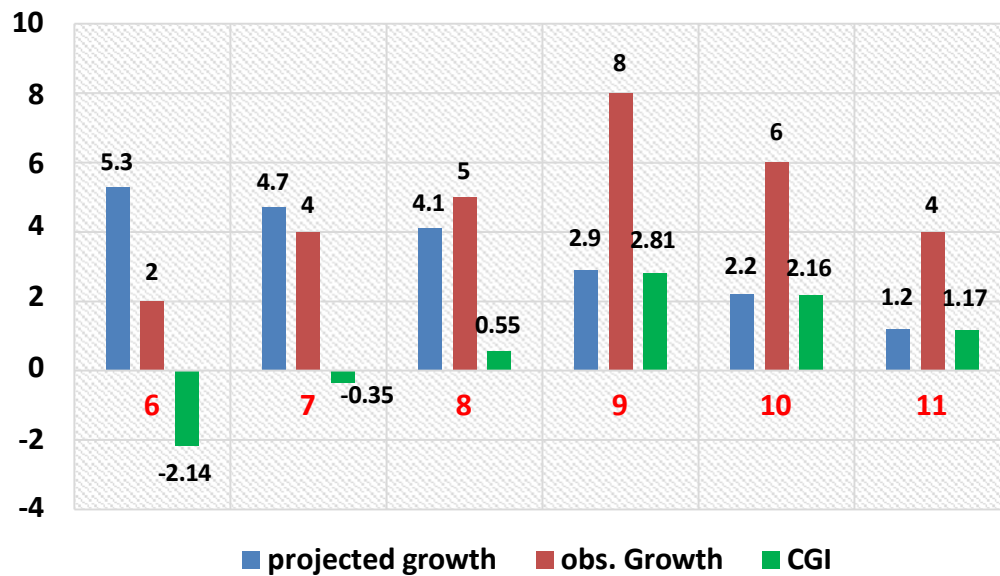
Spring 2023 Grade Level Norms-Math



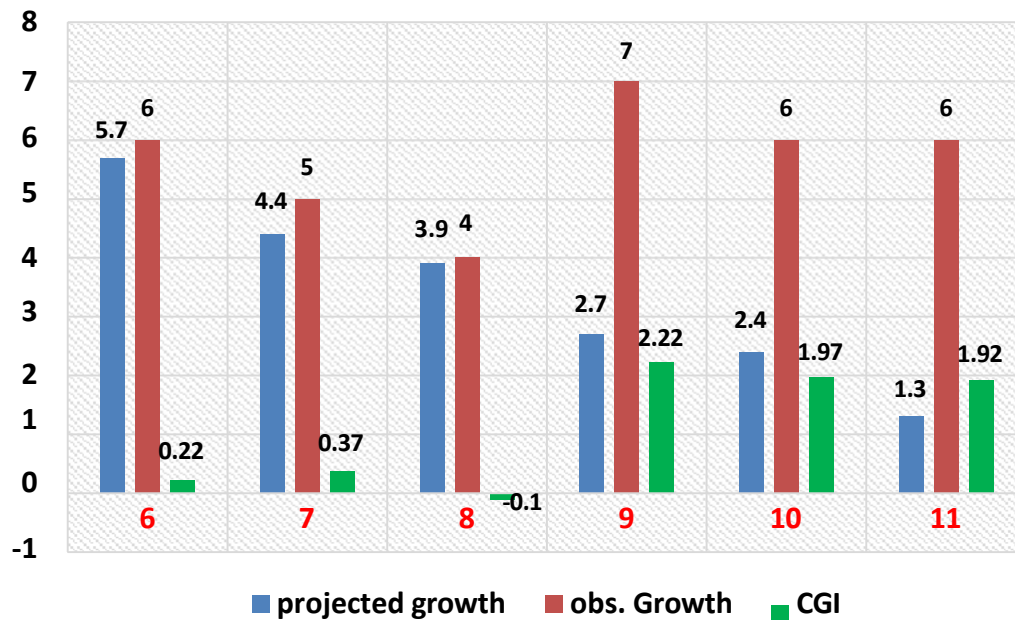
% of Students Who Met CGI-Math



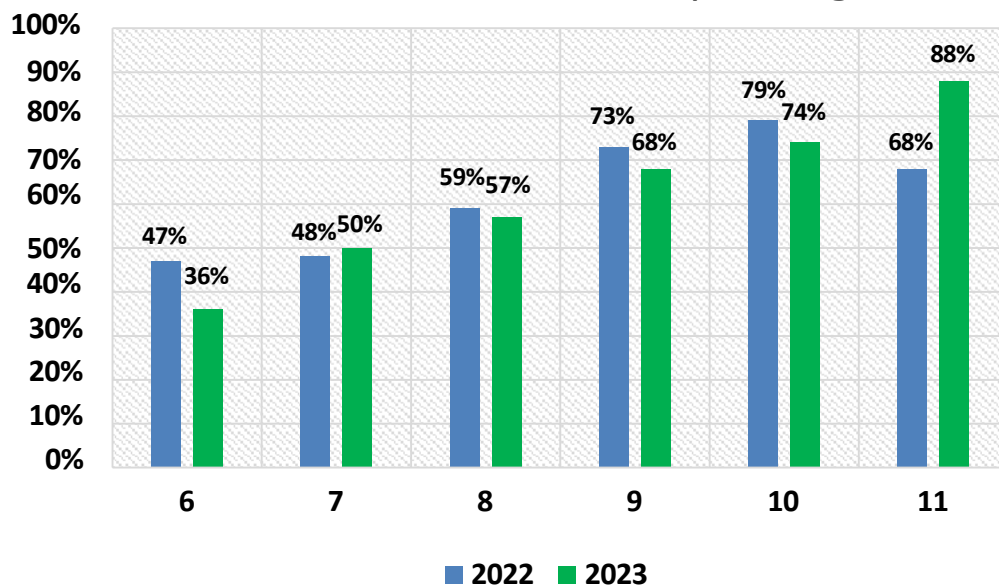
Spring 2022 Grade Level Norms-ELA/Reading



Spring 2023 Grade Level Norms-ELA/Reading



% of Students Who Met CGI-ELA/Reading



6. The charter school has implemented actions to address identified areas for improvement.

MSA-3 understands that continued improvement is needed for English learners and students with special needs, with ELA and Math as a primary content area of focus. The school has listed these areas of need but needs to specify goals, strategic interventions, and objectives to provide targeted interventions and supports for all students needing assistance.

7. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:
<i>The MPS Board approved the 2022-23 LCAP for MSA-3 during their meeting of June 23, 2022.</i>
b. 2022-23 LCAP Update
<p><i>Based on the report provided in the Annual Update for the 2022-23 academic year of the school's progress toward meeting the goals as outlined in the school's LCAP.</i></p> <p><u><i>Goals were met relating to the following areas:</i></u></p> <ul style="list-style-type: none"> <i>Students were offered college classes through LAVC.</i> <i>Students were provided with intervention classes, tutorials, and Saturday School.</i> <i>98% of graduating classes are meeting the A-G requirements.</i> <i>96% Cohort Graduation rate for the class of 2023</i> <i>96% of seniors accepted into Community college or 4-year school.</i> <p><u><i>MSA-3 has identified the following areas of needed improvement:</i></u></p> <ul style="list-style-type: none"> <i>Cultural sensitivity and relevance training</i> <i>Increasing the enrollment of African American students in AP or dual enrollment classes</i> <i>Increasing academic achievement levels for students with disabilities, African American students, and English learners</i> <i>Increase Families participation rate in surveys</i> <i>Place an emphasis on PBIS topics including respect and conflict resolution.</i>
c. Required Metrics addressed based on type of charter and services offered
<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups
<i>MSA-3 has provided annual goals and specific targets for all significant subgroups.</i>
F. Facilities and Operations
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.
<i>No findings were noted in the LACOE Facilities Inspection Report. MSA-3 is co-located on the Los Angeles Unified School District (LAUSD) campus of Curtis Middle School.</i>
2. The charter school maintains proper documentation related to student safety
<i>Campus visits indicate that MSA-3 maintains proper documentation related to student safety.</i>
Summary
<p><i>The instructional program at MSA-3 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-3 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-3 has also implemented a system of internal benchmarks to evaluate student progress and plan for instruction. MSA-3 has identified the need for increased academic achievement for students with disabilities, English learners, and African American students. The LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:</i></p> <ul style="list-style-type: none"> <i>Evidence of student collaboration in small groups</i> <i>Positive rapport between students and teachers</i> <i>Students asked purposeful questions</i>

- Student work displayed throughout rooms
- Some formative assessments given within some classrooms
- Inclusion of ELs, SEDs, students with exceptions, accessing curriculum with all students

A review of the school's Child Abuse Mandated Reporter Training records revealed the school has implemented a system for training staff based on the requirements set forth in law. The school has established a system of internal benchmarking and processes for ongoing data analysis. Emergency drills were scheduled regularly during the school year, and included fire, earthquake, shelter in place, and lockdown practices in-person, at the school site.

Student Enrollment Data

For the 2022-23 school year, MSA-3 served 379 and maintained an average ADA of 90.03%.

Subgroup Enrollment

The school's Socioeconomically Disadvantaged student population of 69.1% is lower than the comparison school district. English learners attending MSA-3 represent a 7.9% population and received ELD instruction through Integrated and Designated ELD support. The school is also serving a higher population of Students with Disabilities (11.9%), which is smaller than the students' district of residence and the state. The MSA governing board of directors has incorporated a goal for measuring and reviewing student demographic data for MSA-3.

Demographic Population by Subgroup – 2022-23


Subgroup	Enrollment	LAUSD (Non-charter)	State (Non-Charter)
English Learners	7.9%	20.1%	16.3%
Foster Youth	2.1%	0.7%	0.6%
Homeless Youth	2.6%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
Students with Disabilities	11.9%	11.4%	11.9%
Socioeconomically Disadvantaged	69.1%	81.5%	60.9%
All Students	379	440,365	5,487,627

Demographic Population by Ethnicity – 2022-23

Subgroup	MSA-3 Enrollment	LA County (Non-Charter)
African American	35.4%	5.4%
Hispanic/Latino	60.4%	65.8%
Asian	0.5%	7.2%
White	0.8%	10.8%
Two or more races	2.9%	2.5%
All Students	379	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&agglevel=school&year=2022-23>

Recommendations	
<ol style="list-style-type: none"> 1. <i>The school leadership should continue to closely monitor progress on internal assessments, MPOs, and LCAP goals ensuring full implementation of any action items in order to meet the criteria for renewal.</i> 2. <i>It is incumbent for the school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.</i> 3. <i>It is important to recognize that the school could be identified as a Differentiated Assistance school based on low performance of SWDs, determined by 2023 dashboard results.</i> 4. <i>The school needs to detail specific interventions for EL students, SPED students, and all low performing groups in the areas of Math and ELA proficiency. (CAASPP dashboard)</i> 5. <i>Please continue the practice of providing translations of documents for parents and students having a home language other than English, on the website.</i> 6. <i>Analysis of 6th grade instructional program specifically to address MAP scores in ELA and Math.</i> 7. <i>Increase parents' participation at specifically designated parent groups with surveys, and board level meetings.</i> 	
Report completed by LACOE Lead Reviewer: <div style="text-align: center;"> <u>Duncan McCulloch</u> <small>Duncan McCulloch (Nov 8, 2023 17:16 PST)</small> </div>	Approved by LACOE Charter School Office Administrator: <div style="text-align: center;">  ----- </div>
Duncan McCulloch, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: <div style="text-align: center; font-weight: bold;">October 26, 2023</div>	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

INSTRUCTIONAL PROGRAM REVIEW 2022-23

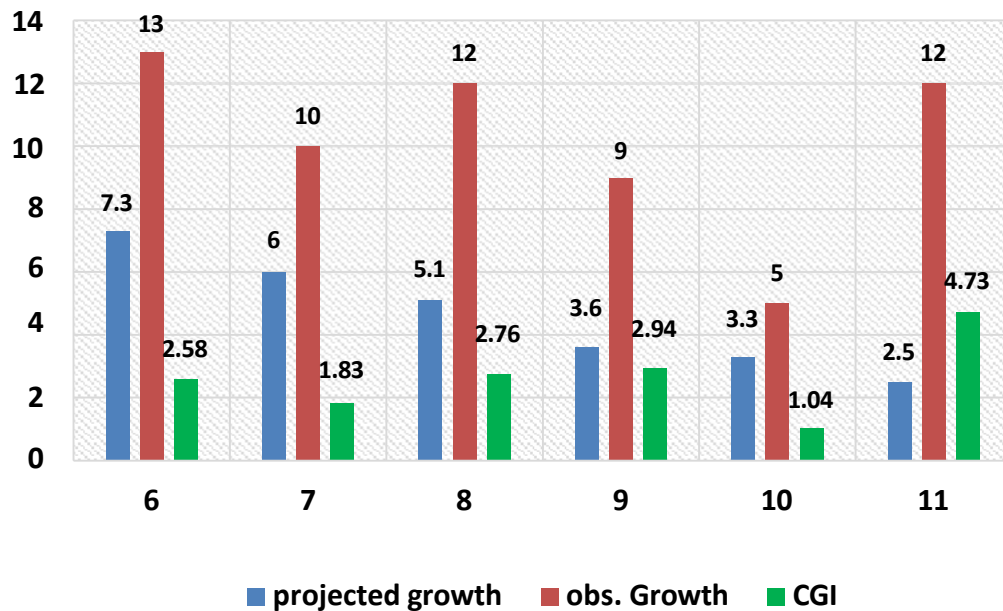
Charter School:	Magnolia Science Academy-5 (Grades 6-12)	
Date of Visit(s):	November 7, 2022 and April 25, 2023	
Enrollment:	Expected: 448	Actual: 238
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>		
A. Educational Program		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>Magnolia Science Academy-5 (MSA-5) is a classroom-based charter school serving grades 6-12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and dual enrollment opportunities to attend college classes.</i></p> <p><i>During the 2021-22 school year, MSA-5 relocated from its Reseda Senior High School co-location to 18238 Sherman Way in Reseda, California, the location of MSA-1. Campus visits during the fall and spring semesters showed use of classroom technology by teachers, and active participation for students during the class period.</i></p> <p><i>During the 2022-23 school year, MSA-5 purchased a property to establish its own location.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>During the 2022-23 school year, MSA-5 had 15 credentialed instructors for both general education and special education (four teachers with preliminary credentials and one teacher on a permit). In addition to the regular teaching staff, MSA-5 provides a Vice Principal, one Dean of students, a community school coordinator, a PACE Coordinator, and one college counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of Resource Specialists.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>MSA-5 provides students with a number of supports including power classes, after school tutoring, Saturday School, small group, and one-on-one tutoring with staff. The school also provides teaching staff with professional development opportunities around SEL, PBIS, MTSS, Adaptive Schools, differentiated instruction, Response to Intervention (RTI), and working with diverse learners.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>The Magnolia Public Schools (MPS) Student/Parent Handbook outlines requirements for graduation from high school and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. The school communicates regularly with parents about college entrance requirements and transferrable course work.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p>		

<i>MSA-5 operates as a classroom-based charter school serving grades 6-12 with a curriculum emphasis on STEAM. In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students. The school provides opportunities for students to take college courses, and to engage with STEM related businesses in the local community. The instructional design serves students with the demographic make-up of the community as listed in its charter.</i>	
6. The charter school has sought WASC accreditation.	<i>MSA-5 is currently accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2029.</i>
7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	<i>See the Fiscal Annual Report provided by LACOE Business Advisory Services.</i>
B. Services to Special Populations	
1. The charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education.	<i>Yes, MSA-5 has adopted policies and practices indicating compliance with all laws pertaining to the provision of special education. Quarterly reports indicate appropriate number of students per teacher on each caseload and indicate zero overdue IEPs and no student being owed services.</i>
2. Students who are identified as eligible for special education are receiving services required by their IEPs.	<i>In addition to receiving regular classroom instruction, students receive service in Speech and Language, DHH services, counseling, adaptive Physical Education, and occupational therapy.</i>
3. The charter school follows a process to identify and reclassify students who are English learners (ELs).	<i>MSA-5 has established an English Learners Master Plan for the identification, instruction, reclassification, and progress monitoring of English learners. MSA-5 identified 65 EL students in the 2022-23 school year. The 2021-22 CAASPP data indicates that 8.89% of EL students met or exceeded proficiency in ELA and 13.33% in Math. The 2021-22 CAASPP data for SWDs showed 29.17% met or exceeded proficiency in ELA and 12.5% in Math. The most current reclassification rate in 2020-21, showed a 4.1% rate for English learners.</i>
C. Curricular Materials	
1. The charter school uses state standards-based instructional materials.	<i>MSA-5 uses California standards-based instructional materials from McGraw-Hill in all core areas.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.	<i>Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.</i>
3. The charter school uses instructional materials that address the specific needs of English learners.	<i>Yes, MSA-5 has established a program for the identification, instruction, reclassification, and progress monitoring of English learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync and MyOn Reading.</i>
4. The charter school refrains from using faith-based instructional materials.	<i>No faith-based instructional materials were observed during the fall or spring school visits.</i>

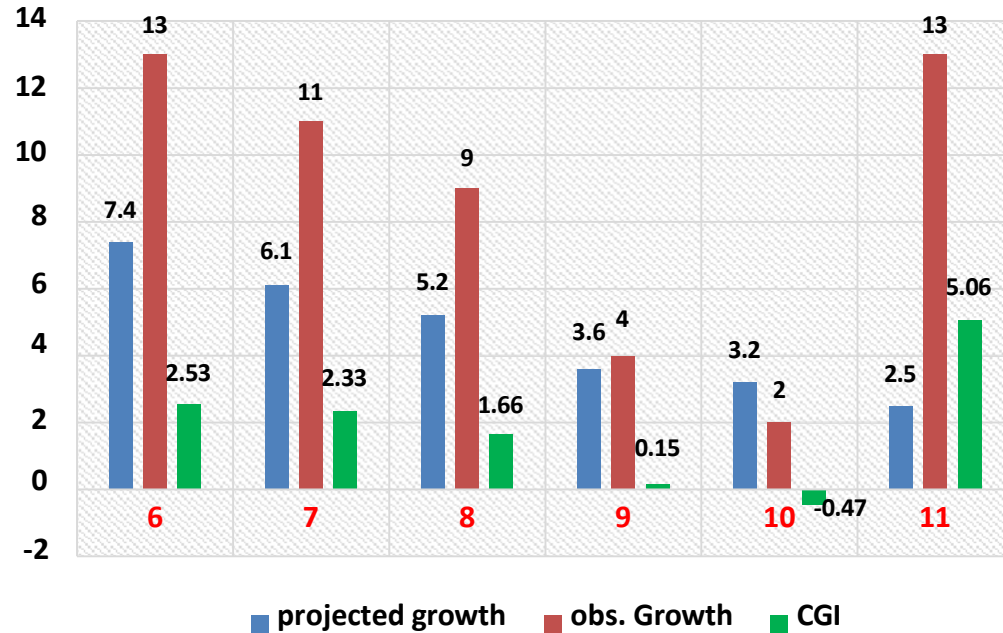
D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required trainings.	<i>The school provided the LACOE Charter School Office (CSO) a detailed matrix listing all professional development opportunities provided for staff; including legally required trainings and the dates trainings were conducted.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>MSA-5 followed the model of all Magnolia Public Schools, instituting professional learning communities (PLCs) with all staff departments. MSA-5 staff meets on Wednesdays within specific PLCs, with grade-level and department meetings rotating on alternating Wednesday afternoons. School leadership staff meeting topics include MTSS, PLC, PBIS, SEL, student achievement, discipline, pedagogy, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. These departmentalized meetings include the following topics: pedagogical strategies, differentiation, student achievement data and analysis using IAB, MAP-NWEA and IXL, explicit direct instruction, and providing modifications and accommodations for students. MSA-5 leadership also participates in Monday Leadership meetings with the home office team.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>MSA-5 administration submitted staff rosters to the LACOE CSO during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i>
4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<i>During both the first and second semester of 2022-23, staff credential lists were crosschecked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i>
5. The charter school participates in trainings made available through LACOE.	<i>MSA-5 administration attended LACOE required meetings this school year, which consisted of bi-weekly Zoom sessions for all LACOE-authorized charters. In addition, the school continues to participate in LACOE PBIS training, training for English learners, LCAP, TEAL training and support for students with disabilities.</i>
E. Ongoing Assessment	
1. The charter school participates in CAASPP testing as required for all K-12 schools in California.	<i>MSA-5 participates in required CAASPP testing, as evidenced by the previous records of test scores and testing schedules. During the 2021-22 and 2022-23 school years, CAASPP testing was administered to all appropriate grade levels (6, 7, 8, 11).</i>
2. A review of CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.	<p><i>Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two years pursuant to California Education Code Section 47607.4. The California Department of Education (CDE) Charter Schools Division has automatically updated the charter term for charter schools impacted by this extension. The term for MSA-5 has now been extended through June 30, 2026.</i></p> <p>Schoolwide Student Academic Performance and Achievement</p> <p><i>Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a three-</i></p>

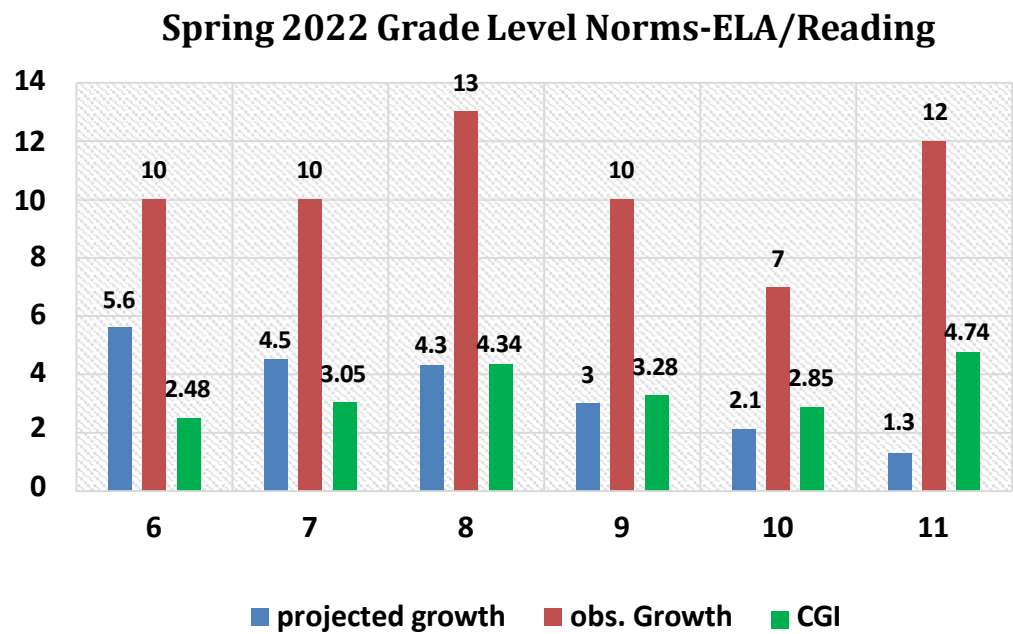
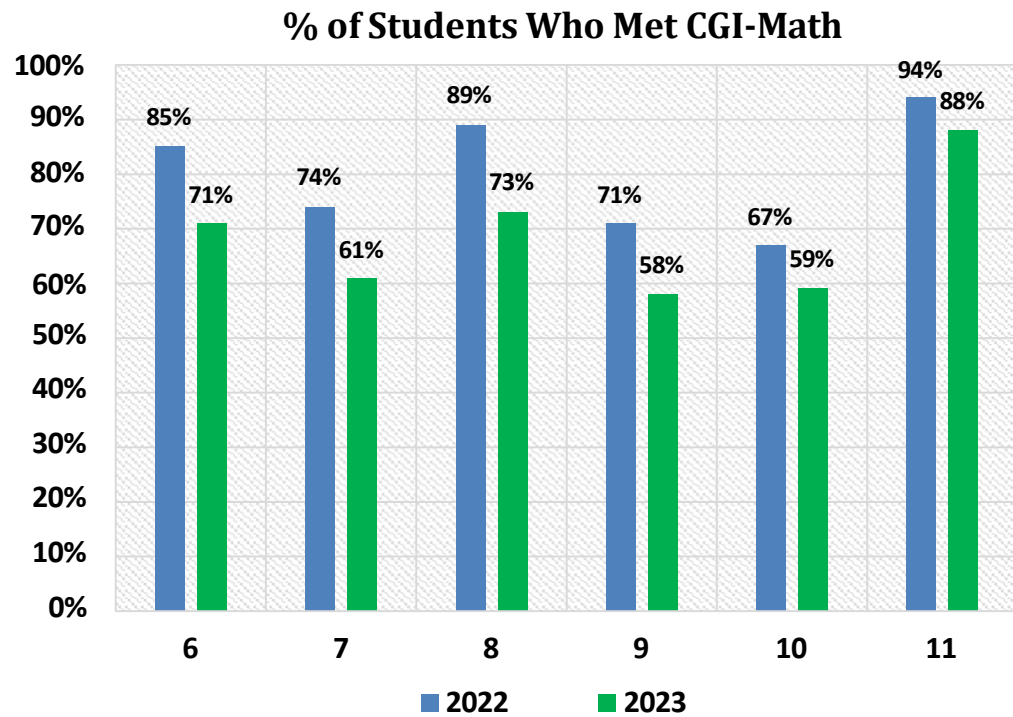
<p><i>tiered criterion that will utilize School Dashboard outcomes.</i></p> <p><i>The 2021-22 CAASPP data for all students showed that 45.34% of all students met or exceeded standard in ELA, and 22.36% of all students tested exceeded standard in math. The percentage of current EL students who progressed at least one ELPI level (67.7%), maintained ELPI level 4 (0%), maintained ELPI levels 1, 2L, 2H, 3L, 3H (29.2%), or decreased at least one ELPI level (3.1%), was indicated on the dashboard for the 2021-22 school year. The school has identified 65 students as English learners, the 2022 CAASPP results for meeting or exceeded the standards were 8.89% (ELA) and 13.33% (Math).</i></p> <p><i>In preparation for charter renewal, it will be essential for the school to show progress over time for all groups of students. Results of internal assessments: NWEA, IAB and IXL will be key indicators in demonstrating progress, as an internal assessment and for grades not participating in SBAC testing.</i></p>	
<p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p>	<p><i>MSA-5 has completed and submitted a SARC for 2022-23, which is also on file with the California State Board of Education website. The school also submitted an Annual report to LACOE highlighting progress toward meeting measurable pupil outcomes (MPOs), LCAP summary data, and the results of internal assessments. All documentation were submitted in a timely manner.</i></p>
<p>4. Student achievement data is regularly reported to parents and staff.</p>	<p><i>The school's website provides a login for parents, so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks, parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p>
<p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p>	<p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, evaluate the need for intervention, followed by targeted instructional planning. The following is a comparison of NWEA data compiled for the 2021-22 and 2022-23 school years and corresponding percentages of all students who met CGI per grade level (Acceptable CGI ≥ -0.2 and % met $\geq 50\%$):</i></p>

Spring 2022 Grade Level Norms-Math

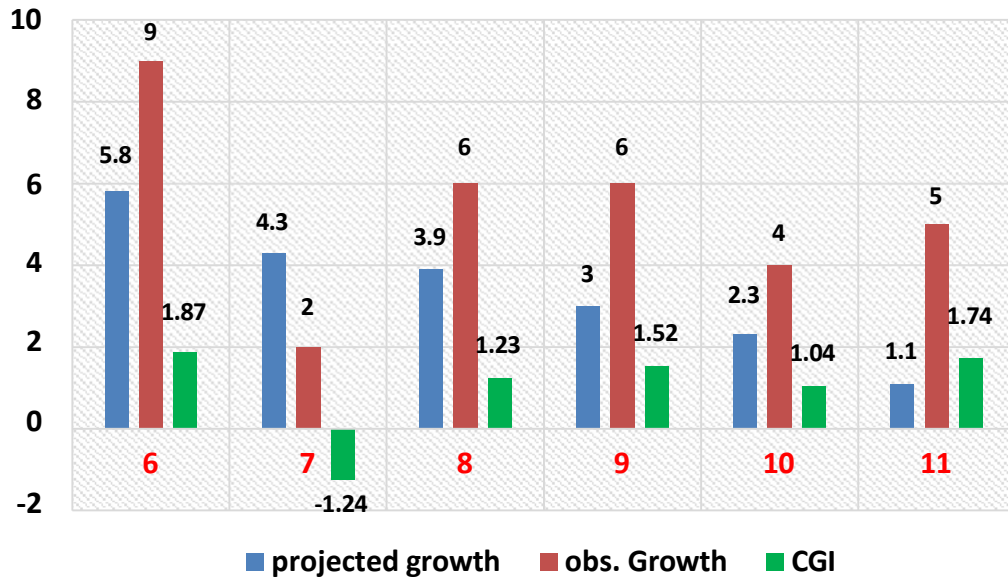


Spring 2023 Grade Level Norms-Math

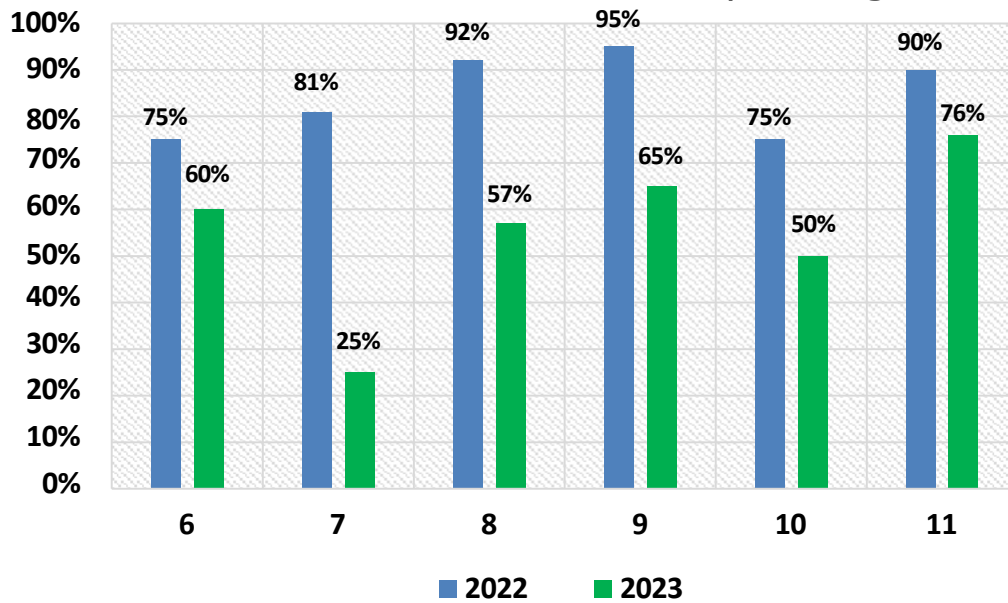




Spring 2023 Grade Level Norms-ELA/Reading



% of Students Who Met CGI-ELA/Reading



6. The charter school has implemented actions to address identified areas for improvement.

MSA-5 reports that English learners and students with special needs continue to need targeted assistance toward improvement on CAASPP. In addition, the school has identified mathematics as an area needing continued focus. MSA-5 reports having taken the following steps to address these specific areas of need: Power classes in ELA and Math will continue; Saturday school, summer school and one-to-one tutorials will provide additional assistance for students. MSA-5 intends to continue to implement MTSS during the 2023-24 school year.

7. Local Control Accountability Plan (LCAP):	
a. Board Approval/Timeliness of Submission:	
	<i>The MPS Board approved the LCAP for MSA-5 at their regular board meeting of June 23, 2022. All documents were submitted to LACOE in a timely manner.</i>
b. 2022-23 LCAP Update	
	<i>Based on the report provided in the Annual Update for the 2022-23 academic year regarding the school's progress toward meeting the goals as outlined in the LCAP.</i>
	<u><i>Standards progressing toward goals in the following areas:</i></u>
	<ul style="list-style-type: none"> <i>100% Compliance with teacher assignments and instructional materials</i> <i>100% graduation rate</i> <i>90.27% Attendance Rate (Goal is 95%)</i> <i>EL students were provided with designated and integrated ELD instruction</i> <i>Interventions are offered during the school day, during after school hours and through Saturday School.</i> <i>Successful WASC accreditation</i> <i>Zero percent suspension/expulsion rate for the past three years</i>
	<u><i>MSA-5 has identified the following areas of needed improvement:</i></u>
	<ul style="list-style-type: none"> <i>Implement successful dual enrollment program</i> <i>Increasing academic achievement levels for students with disabilities, African American students, and English learners</i> <i>Increase attendance rate</i> <i>Increase parent engagement and participation through School Site council, ELAC, PTF, home visit.</i>
c. Required Metrics addressed based on type of charter and services offered	
	<i>No missing metrics or state priorities were noted.</i>
d. Student Subgroups	
	<i>MSA-5 has provided annual goals and specific targets for all significant subgroups.</i>
F. Facilities and Operations	
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.	
	<i>MSA-5 operates a shared facility alongside MSA-1 at 18238 Sherman Way, Reseda, California. MSA-5 works to maintain a clean and safe campus area for students and participates in facilities inspections by the LACOE Facilities and Construction Unit.</i>
2. The charter school maintains proper documentation related to student safety	
	<i>Yes, MSA-5 maintains proper documentation related to student safety.</i>
Summary	
<i>The instructional program at MSA-5 aligns with the program described in the charter. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. A review of staffing records shows that teachers at MSA-5 are properly credentialed for the classes they instruct. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. MSA-5 has also implemented a system of internal benchmarks to evaluate student</i>	

progress and plan for instruction. LACOE CSO staff visited several classrooms during both the fall and spring visits. Classroom observations of sample classes yielded the following:

- *Evidence of student collaboration in small groups*
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For the 2022-23 school year, MSA-5 served 238 and maintained an average ADA of 90.27%.

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Demographic Population by Subgroup – 2022-23

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Homeless Youth	0.4%	1.3%	3.3%
Migrant Education	0.0%	0.1%	0.8%
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Socioeconomically Disadvantaged	82.4%	81.5%	60.9%
All Students	238	440,365	5,487,627

Demographic population by Ethnicity – 2022-23

Subgroup	MSA-5 Enrollment	LA County (Non-Charter)
African American	1.3%	5.4%
Hispanic/Latino	89.1%	65.8%
Asian	2.1%	7.2%
White	3.8%	10.8%
Filipino	2.9%	1.7%
American Indian	0.4%	0.2%
Two or more races	0.4%	2.5%
All Students	238	1,313,935

Resources

<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19101990115212&agglevel=school&year=2022-23>

Recommendations

1. School leadership should continue to closely monitor progress on MPOs, CAASPP, and LCAP goals ensuring implementation of any action items in order to meet criteria for renewal.
2. It is incumbent for the school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress.
3. As a STEAM focused program, it is recommended that the school continue to work toward increasing its industry specific partnerships, relationships with local colleges, and examine ways to establish CTE courses and related pathways.
4. Continue to design academic programs specific to large subgroup populations, SEDs and ELs.
5. Continue to focus on improving Math proficiency for all subgroups of students.
6. Continue the practice of providing translations of documents for parents and students having a home language other than English, on the web site.
7. Increase parent participation at specifically designated parent groups, with surveys, and board level meetings.

Report completed by LACOE Lead Reviewer:

Duncan McCulloch

Duncan McCulloch (Nov 8, 2023 17:16 PST)

Duncan McCulloch, Coordinator III

Approved by LACOE Charter School Office Administrator:



Indra Ciccarelli, Director II

Date report provided to the charter school:

November 1, 2023

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