



Agenda Item:	IV A: Information/Discussion Item
Date:	October 10, 2024
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

Action Proposed:

N/A

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.

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.

2023-24 Oversight Visits

All ten of our schools have been visited by their respective authorizers. Following are the visit dates for 2023-24:



School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	11/14/23 and 4/23/24
MSA-2	LACOE	Yes	11/28/23 and 5/30/24
MSA-3	LACOE	Yes	11/29/23 and 4/24/24
MSA-4	LAUSD	Yes	3/13/24
MSA-5	LACOE	Yes	11/14/23 and 5/21/24
MSA-6	LAUSD	Yes	3/14/24
MSA-7	LAUSD	Yes	3/6/24
MSA-Bell	LAUSD	Yes	2/6/24
MSA-San Diego	SDUSD	Yes	4/25/24
MSA-Santa Ana	SBE	Yes	12/12/23 and 12/13/23

Analysis:

This agenda is about LACOE’s oversight visit reports. LACOE provided 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 2023-2024

Summary:
<i>The current board consists of six voting members and a student board member. This 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:
<ol style="list-style-type: none"> 1. <i>The board needs to appoint a treasurer per the bylaws.</i> 2. <i>The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.</i> 3. <i>The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.</i> 4. <i>The board should continue to monitor the instructional program and the school’s progress toward charter renewal.</i>



INSTRUCTIONAL PROGRAM REVIEW 2023-2024

MSA-1:

Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.</i></p> <p><i>MSA 1 is showing great growth in students' academic learning through NWEA data as well as on CAASPP in math. The school uses the data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. In addition, the school is continuing to reduce the number of students that are chronically absent and working to improve restorative practices. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"><i>1. The school should continue work to improve CAASPP outcomes for English learners and students with disabilities in ELA as well as NWEA growth in both ELA and Math in all of 6th grade.</i><i>2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i><i>3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.</i><i>4. The school should continue its work with Kern County through the Differentiated Assistance program to address CAASPP performance and suspension rates for English learners.</i><i>5. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i><i>6. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i>

MSA-2:

Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional round help improve instruction.</i></p> <p><i>MSA 2 was designated a California Distinguished School for its work in the 2022-23 school year. Some additional highlights include an expansion of the dual enrollment program and many students being recognized for the Congressional Award Program. The FCSP award for the expansion of their program will advance and enhance the current facilities project that will allow the MSA 2 to have their own campus catered to its students' needs.</i></p> <p><i>The California dashboard for MSA 2 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> 1. <i>The school should continue work to improve CAASPP outcomes specifically for English learners and students with disabilities in ELA and English learners in math.</i> 2. <i>The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i> 3. <i>The school should take a deep dive into the NWEA Data for 2023-24 as the number for grade level student groups not meeting the California Department of Education's threshold for making one year's growth increase from the previous year.</i> 4. <i>The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student's social emotional needs, engagement, and absenteeism.</i> 5. <i>In developing plans for unmet MPO/LCAP goals, the school should create specific, targeted, and actionable goals.</i> 6. <i>The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i> 7. <i>As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i>

MSA-3:

Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Silver Program for PBIS by the State. The school shared that it would be focusing efforts on academic rigor, teacher wellness, and student engagement. The data for MSA 3 shows gains in ELA and chronic absenteeism. There is still room for improvement in each of these indicators. Additionally, math and suspension rates are a concern.</i></p> <p><i>MSA 3 students show consistent growth in the high school grades through students' academic learning through NWEA data as well as on CAASPP in math. Coupled with the school's high stability rate, this shows that as students stay with the school, there is great improvement in their year over year growth. The school continues to focus on pathways to dual enrollment and postsecondary opportunities through its Early College High School Grant. Further, in the most recent data available, the college going rate for 2021-22 was 78%, far above the state average of 62%. The school has a focus on community and wellbeing with their community liaison and PBIS program. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> <i>1. The school should continue to work to improve CAASPP outcomes for all students especially in math as well as NWEA growth in both ELA and math in all of 6th grade.</i> <i>2. The school should continue to work to improve all outcomes for African American students with targeted and specific interventions for this student group.</i> <i>3. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and consider further implementation of the IXL program for structured remediation.</i> <i>4. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program, examine its alternatives to suspension, and monitor the student's social emotional needs, engagement, and absenteeism.</i> <i>5. In developing plans, such as unmet MPO/LCAP goals, the school should create time-bound, targeted, and actionable goals specific to special populations.</i> <i>6. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i> <i>7. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i> <i>8. The school shared that current data shows great improvements and thus should consider delaying renewal submission until that data becomes public.</i>

MSA-5:

Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an Associate’s Degree. Students are able to take the remaining 30 credits to complete the degree if desired. The school shared that it would be focusing efforts on academic growth using CAASPP tools for teachers, student safety and belonging, and continued MTSS and equity trainings.</i></p> <p><i>The California dashboard for MSA 5 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school’s attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> <i>1. The school should continue work to improve outcomes for English learners and chronic absenteeism.</i> <i>2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i> <i>3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student’s social emotional needs, engagement, and absenteeism.</i> <i>4. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i>
<ol style="list-style-type: none"> <i>5. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.</i>



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.

Budget Implications:

N/A

Committee Recommendations:

N/A

Exhibits:

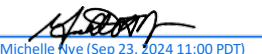

1. Oversight Visit Reports for MSA-1, 2, 3, and 5

GOVERNANCE REVIEW 2023-2024

Charter School	Magnolia Science Academy (MSA) 1, 2, 3, 5 (Grades 6-12)
Charter Term	July 1, 2017 – June 30, 2025 (MSA 1, 2, 3) July 1, 2018 – June 30, 2026 (MSA 5)
<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 the 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p>	
<p>2. 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. 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>The board approved the local control accountability plans for Magnolia Science Academy (MSA) 1, 2, 3, and 5 on June 22, 2023. 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. Staff presented a mid-year update to the LCAP on February 8, 2024.</i></p>	
<p>4. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.</p>	
<p><i>The organizational structure aligns with the description found in the approved charters for MSA 1, 2, 3, and 5. The Chief Executive Officer (CEO)/Superintendent reports directly to board.</i></p>	
B. Capacity/Composition	
<p>1. There is a list or roster of governing board members and some of the governing board members have previous governance experience.</p>	
<p><i>The roster for 2023-24 identifies seven board members and there was one resignation in the school year. The organizational bylaws indicate that the number of directors shall be no less than three and no more than 11. Many board members have previous board experience and/or have been on the board for multiple terms.</i></p>	
<p>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.</p>	
<p><i>LACOE is in receipt of an approved conflict of interest policy. The current board appears to be free from any perceived or real conflict of interests.</i></p>	
<p>3. The governing board represents strong diversity relevant to the community and the charter school population.</p>	

<p><i>The current board has six voting members and a student representative. The Board is diverse and balanced in male and female members.</i></p>
<p>4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.</p>
<p><i>The board has members with educational, entrepreneurial, health, real estate, engineering, law enforcement, at-promise youth, and non-profit experts. There is one former MPS parent on the board. One board member's biography is not available on the website.</i></p>
<p>C. Structure</p>
<p>1. 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.</p>
<p><i>The board has given evidence that they are able to govern effectively and could continue to do so in their current form and regularly has more than enough members to meet quorum at meetings.</i></p>
<p>2. The governing board has bylaws that are comprehensive and that include a term limit.</p>
<p><i>The bylaws are comprehensive and include a term limit of five years.</i></p>
<p>3. The governing board appears to fully understand the bylaws and their implications.</p>
<p><i>The board appears to act in accordance with its bylaws, which were updated and approved in 2022.</i></p>
<p>4. The governing board has identified officers.</p>
<p><i>The current board recognizes a chair, vice-chair, and secretary. The organization bylaws outline specific duties and responsibilities for a chairperson of the board, president, one or more vice-presidents, secretary, and treasurer. The organization's bylaws mandate the positions of president (or chair), secretary, and treasurer.</i></p>
<p>5. The bylaws delineate committees, which are implemented with fidelity, and provide detailed job descriptions for these committees.</p>
<p><i>The bylaws discuss the creation of, and powers given to, board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees. MPS holds regular committee meetings for Academics, Audit and Facilities, Educational Partners and Development, and Finance. Agendas, committee packets and recordings of the committee meetings are submitted to the Charter School Office for review.</i></p>
<p>D. Role of the Board</p>
<p>1. The governing board regularly discusses key elements of governance.</p>
<p><i>The board engages in regular updates and approval of fiscal reports, policies, facilities, academics, student support, and school needs. They receive staff reports regarding charter oversight, improvement plans, technical assistance, and status towards renewal.</i></p>
<p>2. The governing board demonstrates a strong understanding of their role related to effective governance.</p>
<p><i>The board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i></p>
<p>3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.</p>
<p><i>During the 2023-24 school year, the board engaged in a multi-meeting evaluation of the CEO that included reports on the CEO and organizations goals, closed meetings for discussion, and approval of continued employment finalized on July 11, 2023.</i></p>
<p>4. There is a strong working relationship among the charter school leader, board chair and full board.</p>
<p><i>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></p>

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.	<i>The board meets on a regular basis. In the 2023-24 school year, MPS conducted 13 regular board meetings, three special board meetings, two Academic meetings, five Audit and Facility meetings, one Educational Partners meeting, and two Finance meetings. Board meetings were held monthly with specific committees meeting prior to the board meetings and special board meetings held as needed. No board meetings were cancelled, although some were postponed a week. 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 on the school’s website 	<i>Brown Act Training for the board was conducted on August 10, 2023. All board meetings are compliant with the Brown Act and meeting agendas and recordings are posted on the schools’ and organization’s websites.</i>
3. The governing board has created and routinely reviews resolutions and board-adopted policies regarding safety, compliance, fiscal operations and the day-to-day running of the school.	<i>The board has approved and regularly review policies. Some of these policies include conflict of interest, student/parent and employee handbooks, student and employee discipline and due process, evaluation protocols, parent complaint resolution and due process, Title IX, fiscal including internal controls and allowable purchases/purchasing authority, harassment, safety plan, immunization records, Family Educational Rights and Privacy Act (FERPA) Policy and notices, Section 504 compliance, Suicide Prevention, and Homeless and Foster Youth.</i>
4. Material revisions to the charter have been approved by the governing board.	<i>MPS did not submit any material revision for its LACOE school in the 2023-24 school year. Only MSA 5 has submitted a material revision during the school’s most current charter. The MPS board approved a material revision which was approved by the County board on June 15, 2021. MSA 2 and MSA 5 are anticipating a material revision in the next school year.</i>
F. Communication and Transparency	
1. There is a process in place that ensures that families, teachers, staff, and community partners regularly consult and engage with the Board to provide input regarding the school’s operations and educational program to increase the effectiveness of the charter school.	<i>The community has the opportunity to participate in board meetings through public comment. Most of the public comments include updates and celebrations from Magnolia schools along with some parent comments.</i> <i>The LCAP was presented to the board in a public hearing on June 8, 2023, and parents, students, teachers, school administrators, other school personnel, and the school’s SELPA were consulted in the development.</i>
2. The Charter school has a legally compliant website	<i>All schools and the central office have legally compliant websites.</i>
3. The public has access to board members and methods by which to contact them.	<i>All school and central office websites have the board members listed with contact information.</i>

G. Fiscal Standing	
<p>1. The governing board executes its fiduciary responsibility with regard to the disbursement of public funds.</p>	<p><i>The Chief Financial Officer and back-office provider provides financial reports and updates periodically at board meetings. In reviewing documentation and audio recordings of meetings, it is evident that the board carefully monitors the finances of the schools and adjusts the budget and operations, as necessary. In addition, the board regularly requests increased clarity and explicit detail from home office staff regarding budget items and the purpose of expenditures. At each of the Business Advisory Services (BAS) reviews, BAS indicated that each school should be able to meet its fiscal obligations.</i></p>
<p>2. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p>	<p><i>The 2023-24 budget was approved on June 22, 2023. The budget and fiscal status was reviewed four other times throughout the year.</i></p>
<p>3. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p>	<p><i>The budget is sufficient to operate the schools' programs.</i></p>
Summary:	
<p><i>The current board consists of six voting members and a student board member. This 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></p>	
Recommendations:	
<ol style="list-style-type: none"> 1. <i>The board needs to appoint a treasurer per the bylaws.</i> 2. <i>The board should consider including more parent representation on the board to increase understanding of student, parent, and community needs.</i> 3. <i>The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.</i> 4. <i>The board should continue to monitor the instructional program and the school's progress toward charter renewal.</i> 	
<p>Report completed by LACOE Lead Coordinator:</p> <div style="text-align: center;">  <small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small> Cheli Nye, Ed.D., Coordinator III </div>	<p>Approved by LACOE Charter School Office Director:</p> <div style="text-align: center;">  Indra Ciccarelli, Director II </div>
<p>Date report provided to the charter school:</p> <p style="text-align: center;">September 11, 2024</p>	<p>Report provided to charter school representatives via:</p> <p><input checked="" type="checkbox"/> US Postal Mail/Email</p> <p><input type="checkbox"/> In-Person Meeting</p> <p><input checked="" type="checkbox"/> Video/Phone Conference</p>

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 14, 2023 and April 23, 2024		
Enrollment	Expected (Petition): 925 (2022)	Actual Enrollment: 711	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input checked="" type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<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. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy (MSA 1) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was green for only English Learner Progress Indicator (ELPI). CAASPP ELA data and suspension data was red on the school's Dashboard Performance Color for English learners (ELs). Additionally, CAASPP ELA and math data was red for students with disabilities. All other areas were either yellow or orange, including student groups.</i></p> <p><i>When compared to the state, MSA 1 was above the state averages for all student and all or the majority of student groups on the CAASPP Math, College Career Indicator, ELPI, graduation rate and suspension rate. While the school was better than the state on chronic absenteeism for all students, it did not have the majority of students groups lower than the state. MSA 1 is not above the state average for CAASPP ELA for all students and the majority of student groups were lower than the state. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 98% of all students were tested and each student group had a participation rate of 95% or higher. Overall, 33.01% of students met or exceeded standard on the ELA SBAC and 23.53% met or exceeded standard on the math SBAC. Both metrics are below the rate of the state and the county.</i></p> <p><i>Since the CAASPP data falls below the state distance from standard (DFS), it is necessary for renewal that the school shows one year's annual progress of academic growth through verified data. MSA 1 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p> <p><i>Currently, the school is eligible for Differentiated Assistance (DA). From the 2021-22 data, the school met the DA eligibility criteria through CAASPP data and Chronic Absenteeism for English learners and students with disabilities. From 2022-23 data, the school met the DA eligibility criteria through CAASPP data and suspension rates for ELs. The school is working with Kern County to create a plan for improvement, much of which is included in their LCAP and MPO goals.</i></p>			
<p>2. 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>			

MSA 1 uses NWEA MAP testing to monitor its annual growth. Upon review of the most recent NWEA MAP data from 2023-24, all grade levels made at least one annual progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, there were 14 student groups by grade level in both reading and math (socioeconomically disadvantaged and Hispanic students for all grades and EL and students with disabilities for many grade levels). For reading, 12 of 14 student groups by grade level made at least one year's annual progress. Sixth grade English learners and sixth grade socioeconomically disadvantaged students did not meet the -0.2 CGI minimum. For math, 14 of 14 student groups by grade level made at least one year's annual progress. A review of the past three years of NWEA data reveals that the school is making year over year growth for students for the past two years.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 1 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 1 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP math data, average daily attendance (ADA) and chronic absenteeism, and overall satisfaction rates on local surveys for students and staff. Additionally, the school notes that they did not meet their MPOs for graduation with a 94.9% graduation rate, dropout rate with a 2.6% dropout rate, and suspension rate with a 3.5% suspension rate. The MPO goals for each of these are extremely high (graduation rate 100%, dropout rate less than 1%, and suspension rate less than 1%).

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of IXL, Saturday school, and IAB Benchmarks in classrooms to boost CAASPP score, home visits to help increase attendance rates, and ensuring that all student groups have equitable access to all resources available from MSA 1. These interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 1 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, average daily attendance, chronic absenteeism, graduation rate, dropout rate, and suspension rate.

Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, and percentage of graduates receiving the Seal of Biliteracy. The school planned to continue to recruit and hire qualified teachers, create schedules for classroom observations, and explore alternative ways for students to earn the Seal of Biliteracy. During the spring LACOE Site visit, the school provided an update on classroom observations stating that they are on schedule

	<p><i>to meet this goal. A review of the staffing report in both fall and winter demonstrates that the school is continuing to recruit and hire qualified teachers as well as create a path for those teachers who have yet to complete certifications. Specific updates on the Seal of Biliteracy have not been received, but the school will report on this again on the LACOE Annual Report.</i></p>
B. Educational Program and Curriculum	
1.	<p>The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>
	<p><i>MSA 1 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 1 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, seven advanced placement courses, dual enrollment with Los Angeles Mission College and the school's electives continue the STEAM education including two Career Technical Education pathways in Robotics and Coding.</i></p>
2.	<p>The charter school's staffing is sufficient to carry out the educational program.</p>
	<p><i>The current school staffing is sufficient to carrying out the educational program. There are currently 41 certificated staff, including four special education teachers, one Educational Specialist, one School Psychologist, and one Title I ELA Specialist. In addition, there are 34 classified staff and 13 other contracted staff. The school may want to assess whether more staff is necessary to best serve ELs and students with disabilities.</i></p>
3.	<p>The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.</p>
	<p><i>MSA 1 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.</i></p>
4.	<p>The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.</p>
	<p><i>The target population for MSA 1 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 1 households that speak languages other than English and have a high population of socially disadvantaged students. MSA 1 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment, Power English and Math classes, and the program No Red Ink. This year the school has made great gain in math using the IXL program and plans to fully implement in English next year. Additionally, the school makes use of Saturday school, winter academy, and summer school for further supplemental instruction and credit recovery.</i></p> <p><i>The school's data indicates more supports and targeted intervention may be needed for students with disabilities and English learners. It is imperative that interventions are specific, actionable and target for the student group.</i></p>
5.	<p>The Charter school uses standard-based curricular materials appropriate for current students.</p>
	<p><i>MSA 1 uses California Standard based materials for all classes.</i></p>
C. Services to Special Populations	
1.	<p>The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p>
	<p><i>MSA 1 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p>

<p><i>MSA 1 currently has 109 special education students, 15.6% of enrollment (2022-23 special education was 15.5% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 21 students, well under the maximum caseload limit of 28 students. Additionally, the school had no late IEP or owed services on each of these reports.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>
<p><i>MSA 1 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 24.4%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 55.4% of EL students made progress towards English language proficiency, 27% maintained their level, and 17.6% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (48.7% making progress).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p>
<p><i>MSA 1 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p>
<p><i>MSA 1 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p>
<p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction and PBIS. The school will also begin work with Capturing Kids Hearts for more support in classroom management.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers held appropriate credentials.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on February 6, 2024, and there were no required corrections. As of note, the school is completing its addition of a gymnasium to add to the school's physical education program, CIF, and middle school sports, and to allow for other events such as school assemblies.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies.</p>
<p><i>MSA 1 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>

The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.

Summary


Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on classroom management, academic growth for English learners and students with disabilities, and supports for new teachers.

MSA 1 is showing great growth in students' academic learning through NWEA data as well as on CAASPP in math. The school uses the data from NWEA and IABs to target instruction. Further, MSA 1 uses instructional rounds to enhance teaching throughout. The school has a focus on the whole student with social emotional support and extracurricular activities. In addition, the school is continuing to reduce the number of students that are chronically absent and working to improve restorative practices. The school continues to reflect on all goals and data to create a system of continuous improvement.

Recommendations

- 1. The school should continue work to improve CAASPP outcomes for English learners and students with disabilities in ELA as well as NWEA growth in both ELA and Math in all of 6th grade.*
- 2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.*
- 3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student social emotional needs, engagement, and absenteeism.*
- 4. The school should continue its work with Kern County through the Differentiated Assistance program to address CAASPP performance and suspension rates for English learners.*
- 5. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
- 6. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*

Report completed by LACOE Lead Coordinator:


Michelle Nye (Sep 23, 2024 11:00 PDT)

Cheli Nye, Ed.D., Coordinator III

Approved by LACOE Charter School Office Director:



Indra Ciccarelli, Director II

Date report provided to the charter school:

August 6, 2024

Report provided to charter school via:

- US Postal Mail/Email
- In-Person Meeting
- Video/Phone Conference

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Magnolia Science Academy 1 Dashboard Performance Color														
2021-2022	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
Math	Very Low	Very Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
CCI	Not reported in 2022													
ELPI	Medium	Medium												
Suspension	Low	Medium	--	--	High	Low	--	--	--	--	Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--	Very High	Very High	--	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023														
2022-2023	All	EL	Foster	Home- less	SWD	SED	AA/ Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Decline	Decline	--	--	Decline	Decline	--	--	Decline	--	Decline	--	Decline	--
Math	Increase	Decline	--	--	Decline	Increase	--	--	Decline	--	Increase	--	Maintain	--
CCI (Status Only)	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
ELPI	Maintain	Maintain												
Suspension	Increase	Increase	--	Maintain	Decline	Increase	--	--	Maintain	Maintain	Increase	--	Increase	--
Chronic Absenteeism	Decline	Decline	--	--	Decline	Decline	--	--	--	--	Decline	--	--	--
Graduation Rate	Decline	Decline	--	--	Maintain	Decline	--	--	--	--	Decline	--	--	--

Magnolia Science Academy School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-33.9	-100.2	Not Reported in 2022	53.6	-41.1	-82.7	72.7	55.4
Student Groups								
African American/Black								
American Indian								
Asian	+54.3*	-18.9*			-4.5*	-40.1*		
English Learners	-98.5	-144.9		53.6	-107.2	-140.6	36.4*	55.4
Filipino					+31.4*	-12.6*		
Foster Youth								
Hispanic/Latino	-41	-107.8			-46.7	-89	70.8	
Homeless	-70.5*	-74.1*						
Pacific Islander								
Socioecon. Disadvantaged	-37.6	-103.3			-45.7	-89	71.6	
Students with Disabilities	-109.7	-158.6			-114.1	-161.8	30.8*	
Two or more								
White	+40.2*	-37.4*			+2.8*	-37.2*		
Are the majority of student groups performing above the state average?	NO 1 of 4	NO 0 of 4		YES	NO 0 of 4	NO 0 of 4	YES 2 of 2	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	29.9	95.9	1.7	23.3	94.9	3.5
Student Groups						
African American/Black				18.2*		0*
American Indian						0*
Asian			0*	25*		0*
English Learners	33	94.4*	2.8	27.5	81.8*	2.2
Filipino			0*			0*
Foster Youth						
Hispanic/Latino	31.5	95.5	1.9	23.5	93.9	3.8
Homeless			0*	27.3*		0*
Pacific Islander						
Socioecon. Disadvantaged	28.3	95.5	1.9	23.5	94.7	3.6
Students with Disabilities	47.9	93.3*	5.2	36.5	92.9*	1.8
Two or more						
White			0*	33.3*		3.7*
Are the majority of student groups performing above the state average?	Yes 3 of 4	YES 2 of 4	Yes 4 of 4	YES 2 of 4	Yes 2 of 2	YES 4 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators									
Indicator	2021-2022				2022-2023				
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI	
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress	
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7	
Student Groups									
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1		
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5		
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8		
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7	
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2		
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6		
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5		
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4		
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1		
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4		
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3		
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9		
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2		

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

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Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	105/115; 91%	-0.56		91/105; 87%	-1.47		99/111; 89%	-0.04	
7	All Students	116/133; 87%	1.12		107/113; 95%	1.36		111/123; 90%	1.96	
8	All Students	102/115; 89%	-0.22		117/126; 93%	1.89		107/117; 91%	0.32	
9	All Students	118/133; 89%	-0.78		70/82; 85%	-0.07		87/104; 83%	0.85	
10	All Students	81/86; 94%	0.73		104/113; 92%	1.35		73/80; 91%	2.00	
11	All Students	77/83; 93%	-0.39		70/78; 90%	0.34		98/104; 94%	1.90	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	106/115; 92%	-0.16		96/105; 91%	-0.18		102/111; 92%	1.10	
7	All Students	119/133; 89%	0.46		109/113; 96%	0.92		111/123; 90%	0.95	
8	All Students	107/115; 93%	0.15		124/126; 98%	1.32		107/117; 91%	1.39	
9	All Students	117/133; 88%	-0.31		72/82; 88%	0.62		88/104; 85%	0.98	
10	All Students	82/86; 94%	1.09		108/113; 96%	1.00		73/80; 91%	4.41	
11	All Students	72/83; 87%	-1.12		72/78; 92%	1.49		98/104; 94%	1.49	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
		NWEA MAP Reading				NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	-0.56	-1.47	-0.04		-0.16	-0.18	1.10
	EL	-2.06*	-1.33*	-1.19		0.35*	-0.08	0.93
	SED	-0.77	-1.18	-0.32		-0.11	-0.13	1.21
	SWD	-0.40*	0.20*	--		1.48*	0.48*	--
	HISPANIC	-0.59	-1.70	-0.03		-0.14	-0.06	0.80
7	All Students	1.12	1.36	1.96		0.46	0.92	0.95
	EL	1.49*	1.50*	2.84		0.14*	1.07	1.58
	SED	1.20	1.24	1.99		0.52	0.73	0.73
	SWD	0.36*	0.74*	2.69*		1.77*	1.27*	1.15*
	HISPANIC	1.04	1.22	2.09		0.48	0.79	0.97
8	All Students	-0.22	1.89	0.32		0.15	1.32	1.39
	EL	0.29*	1.94*	0.74*		-0.06	1.16*	1.79*
	SED	-0.10	1.87	0.32		0.08	1.32	1.39
	SWD	-0.75*	3.68*	2.63*		-0.47*	0.83*	0.94*
	HISPANIC	-0.15	1.97	0.14		0.20	1.24	1.23
9	All Students	-0.78	-0.07	0.85		-0.31	0.62	0.98
	EL	-2.33	0.49*	0.57*		-0.01*	0.25*	3.15*
	SED	-0.52	-0.09	0.54		-0.57	0.46	1.03
	SWD	-1.26*	--	-0.25*		0.04*	--	1.39*
	HISPANIC	-0.79	-0.19	0.80		-1.35	0.62	1.08
10	All Students	0.73	1.35	2.00		1.09	1.00	4.41
	EL	--	0.73*	3.73*		--	0.44*	11.48*
	SED	0.87	1.14	2.21		0.80	1.31	3.92
	SWD	1.07*	1.68*	--		1.02*	-0.21*	--
	HISPANIC	0.41	1.38	1.99		0.85	1.01	4.67
11	All Students	-0.39	0.34	1.90		-1.12	1.49	1.49
	EL	--	--	1.54*		--	--	1.48*
	SED	-0.67	0.30	1.98		-1.61	1.56	1.39
	SWD	-2.64*	0.93*	1.76*		-1.76*	2.81*	0.39*
	HISPANIC	-0.67	0.34	2.02		-1.56	1.59	1.50

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with a number greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 2 (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 28, 2023 and May 30, 2024		
Enrollment	Expected (Petition): 473 (2022)	Actual Enrollment: 532	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<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. Data for Accountability and Improvement			
<p>1. A review of CAASPP data indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 2 (MSA 2) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was blue in suspension and graduation for all students and all student groups. The school's performance level English Learner Progress Indicator (ELPI) was green. CAASPP math was Red for students with disabilities and CAASPP ELA and math was orange for English learners. All other areas were yellow, including student groups.</i></p> <p><i>When compared to the state, MSA 2 was above the state averages for all students and all student groups on the College Career Indicator, ELPI, chronic absenteeism, graduation rate and suspension rate. MSA 2 was not above the state average for CAASPP ELA or math for all students, but the majority of student groups are doing better than the state in both. (See Appendix A for more data on performance level and academic indicators.) As of note, the school's graduation rate was 100% for the 2021-22 school year for its four-year cohort and while the 2022-23 cohort was 95.9%, the five-year cohort was 100%.</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 100% of all students were tested. Overall, 42.73% of students met or exceeded standard on the ELA SBAC and 25.66% met or exceeded standard the math SBAC. Both metrics are below the rate of the state and the county averages.</i></p> <p><i>Since the CAASPP data falls below the state distance from standard (DFS) in ELs, it is important for renewal that the school shows one year's annual progress of academic growth through verified data. MSA 2 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p>			
<p>2. 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> <hr style="border-top: 1px dashed black;"/> <p><i>MSA 2 uses NWEA MAP testing to monitor its annual growth. Reviewing the 2022-23 NWEA data, all students and student groups made at least one year's average growth as indicated with a score of -0.2 Condition Growth Index (CGI) or above. When broken down by grade level, the English learner's numbers are small numbers, sometimes less than 11 students, and thus some data points are excluded to protect student privacy per the Family Educational Rights and Privacy Act (FERPA).</i></p>			

The school still receives this data and should continue to monitor. The NWEA data in both reading and math for 2022-23 confirms they needed the English learners (EL) academic growth in every place data is available.

Upon review of the most recent NWEA MAP data from 2023-24, not all grade levels made at least one annual progress in both Reading and Math. This change from last year's data should be further analyzed looking for root causes and a plan for intervention determined. In reading, the all-student group CGI for students in sixth, seventh and ninth grade was below -0.2 and in math, all students CGI was below -0.2 for sixth and eighth grade students. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the FERPA. Additionally, groups with a number of 11 to 29 were asterisked as statistical theory says these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, there were 12 student groups by grade level in both reading and math (socioeconomically disadvantaged and Hispanic students for all grades). For reading, six of 12 student groups by grade level made at least one year's annual progress. For math, eight of 12 student groups by grade level made at least one year's annual progress. The student groups of socioeconomically disadvantaged students and Hispanic students did not meet the -0.2 CGI minimum for reading in sixth, seventh and ninth grade, and in sixth and eighth grades for math. This is a drop in the NWEA scores from the previous years and the school should analyze and create targeted actions for the next year.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 2 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 2 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP data for both ELA and math, NWEA MAP math data, fully credentialed teachers, students' grades, English learners progress towards proficiency, AP pass rate, average daily attendance (ADA) and chronic absenteeism, and overall satisfaction rates on local surveys for students. Additionally, school notes that they did not meet their MPOs for graduation with a 95.9% graduation rate. The MPO goal is extremely high, graduation rate of 100%, although the school was able to meet this in 2021-22.

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of IXL, learning labs, intersessions, Saturday school, professional development, the use of teachers on special assignment to share best practices, and IAB Benchmarks in classrooms to boost CAASPP score, APEX for credit recovery, professional development for teaching English learners, truancy meetings and PBIS rewards to help increase attendance rates, and culture and climate boosting activities. The school is shifting to focus on dual enrollment rather than AP Courses and the AP MPO should be revised during renewal. Many of these interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 2 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, students' grades, English learners progress towards proficiency, AP pass rate, ADA and chronic absenteeism, graduation rates, and overall satisfaction rates on local surveys for students.

Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, California Science Test (CAST), percentage of graduates receiving the Seal of Biliteracy and Seal of Advanced or Honors Diploma, college acceptance rates, and student retention rates.

The school planned to increase professional development opportunities to better prepare teachers in order to retain them and to improve scores on the CAST. Additionally, it will use a tracking system for classroom observations, explore alternative ways for students to earn the Seal of Biliteracy, inform students on potential eligibility for these seals and how to obtain them, and support college application through meetings and resources. Many of these interventions were or reported on during the LACOE spring site visit, but most of these will need progress and status monitoring next year to see if the professional development and meeting were beneficial.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 2 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 2 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, three advanced placement courses, dual enrollment with Los Angeles Valley College and the school's electives continue the STEAM education. This year the school has also implemented a debate club to further students' educational skills.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carrying out the educational program. There are currently 25 certificated staff, including four special education teachers and one School Psychologist. In addition, there are 25 classified staff and 47 other contracted staff including 27 classroom substitutes.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 2 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.



The target population for MSA 2 are students in grades 6-12 from Van Nuys, California, and neighboring communities throughout the San Fernando Valley. There are many MSA 2 households that speak languages other than English and have a high population of socially disadvantaged student. MSA 2 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, dual enrollment, learning labs, APEX for credit recovery, IXEL, and the program No Red Ink. Additionally, the school makes use of Saturday school and winter and summer intersessions for further supplemental instruction and credit recovery.

<p><i>The school's math CAASPP data showed a decline for students with disabilities for the 2022-23 school year. While the NWEA MAP math data indicates that this student group is making one year's average growth, analysis of the IAB for this student group may reveal areas where targeted intervention is needed. It is imperative to create plans that are specific, targeted, and actionable to meet the needs of the student group.</i></p>
<p>5. The Charter school uses standard-based curricular materials appropriate for current students.</p>
<p><i>MSA 2 uses California Standard based materials for all classes.</i></p>
<p>C. Services to Special Populations</p>
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p>
<p><i>MSA 2 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 2 currently has 108 special education students, 20.3% of enrollment (2022-23 special education was 18.4% of enrollment). According to the most recent LACOE special education report, the average caseload for the special education staff was approximately 27 students, under the maximum caseload limit of 28 students. Additionally, the school had no late IEP or owed services on each of these reports.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p>
<p><i>MSA 2 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 14.5%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 60.0% of ELs made progress towards English language proficiency, 26.7% maintained their level, and 13.3% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (48.7% making progress).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p>
<p><i>MSA 2 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p>
<p><i>MSA 2 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p>
<p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, higher ordered think skills, classroom management using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction and PBIS. The school will also realign professional development to include weekly check ins, a weekly focus, a book study, professional learning communities.</i></p>

<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates. There are some teachers who are allowed to teach classes until 2025 under previous charter law.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on November 16, 2023, and there were no required corrections. The school negotiated a two-year co-located alternative use agreement at their current site valid until June 30, 2026. MSA 2 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their footprint, which they intend to use for the construction of their new facility.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies related to school safety.</p>
<p><i>MSA 2 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>
<p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
<p>Summary</p>
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. The school is continuing its PBIS work and has been recognized as a Gold program for PBIS by the State. The school shared that it would be focusing efforts on academic interventions, increase in ADA, and climate boosting activities to better connect its students and staff to the school. The school has recently hired a new instructional coach that will serve to assist new teachers and teachers identified through instructional round help improve instruction.</i></p> <p><i>MSA 2 was designated a California Distinguished School for its work in the 2022-23 school year. Some additional highlights include an expansion of the dual enrollment program and many students being recognized for the Congressional Award Program. The FCSP award for the expansion of their program will advance and enhance the current facilities project that will allow the MSA 2 to have their own campus catered to its students' needs.</i></p> <p><i>The California dashboard for MSA 2 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school's attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
<p>Recommendations</p>
<p>1. <i>The school should continue work to improve CAASPP outcomes specifically for English learners and students with disabilities in ELA and English learners in math.</i></p> <p>2. <i>The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data</i></p>

and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.

3. *The school should take a deep dive into the NWEA Data for 2023-24 as the number for grade level student groups not meeting the California Department of Education’s threshold for making one year’s growth increase from the previous year.*
4. *The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student’s social emotional needs, engagement, and absenteeism.*
5. *In developing plans for unmet MPO/LCAP goals, the school should create specific, targeted, and actionable goals.*
6. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
7. *As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*

Report completed by LACOE Lead Coordinator:  <small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small> Cheli Nye, Ed.D., Coordinator III	Approved by LACOE Charter School Office Director:  Indra Ciccarelli, Director II
Date report provided to the charter school: <p style="text-align: center;">August 7, 2024</p>	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Magnolia Science Academy 2 Dashboard Performance Color														
2021-2022	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
Math	Low	Very Low	--	--	Very Low	Low	--	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	Medium	Medium												
Suspension	Very Low	Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--	Very High	Very High	--	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Increased	Increased	--	--	Increased	Increased	--	--	--	--	Increased	--	Declined	--
Math	Increased	Increased	--	--	Declined	Increased	--	--	--	--	Increased	--	Declined	--
CCI (Status Only)	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
ELPI	Increased	Increased												
Suspension	Maintain	Decline	--	--	Maintain	Maintain	Maintain	--	Maintain	--	Maintain	--	Maintain	--
Chronic Absenteeism	Declined	Declined	--	--	Declined	Declined	--	--	--	--	Declined	--	Declined	--
Graduation Rate	Declined	--	--	--	--	Declined	--	--	--	--	Declined	--	--	--

Magnolia Science Academy 2 School Academic Indicators									
Indicator	2021-2022				2022-2023				
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI	
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress	
All Students	-35	-77.9	Not Reported in 2022	54.9	-19.3	-62.9	81.6	60	
Student Groups									
African American/Black					-20.9*	-63.6*			
American Indian									
Asian									
English Learners	-89.4	-119.6		54.9	-83.5	-115.3		60	
Filipino									
Foster Youth									
Hispanic/Latino	-39.4	-83.6			-21.9	-66.9	80		
Homeless									
Pacific Islander									
Socioecon. Disadvantaged	-36.6	-80.1			-26.4	-70.9	83.3		
Students with Disabilities	-87.3	-107.9			-65.5	-114.7			
Two or more									
White	-16.4*	-23.6*			-27.5*	-51.2			
Are the majority of student groups performing above the state average?	YES 2 of 4	YES 2 of 4		YES	YES 3 of 4	YES 3 of 4	YES 2 of 2	YES	

Notes: Green cell indicates data is at or above state average
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 2 Academic Engagement and Conditions of Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	27.3	100	0.4	21.3	95.9	0.2
Student Groups						
African American/Black			0*	41.7*		0*
American Indian			0*			
Asian						0*
English Learners	38.6		2.2	17.9		0
Filipino						
Foster Youth						
Hispanic/Latino	26.7	100	0.4	20.9	95.6	0.2
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	27.9	100	0.5	22.1	95.8	0.2
Students with Disabilities	34.5		1	18.2		1
Two or more						
White			0*	20*		0*
Are the majority of student groups performing above the state average?	Yes 4 of 4	YES 2 of 2	Yes 4 of 4	YES 4 of 4	Yes 2 of 2	YES 4 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

		2021-2022			2022-2023			2023-2024		
Grade	Student Group	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	79/88; 90%	1.25		97/105; 93%	0.65		92/101; 91%	-0.81	
7	All Students	100/108; 93%	1.70		86/94; 91%	1.95		99/105; 94%	-0.78	
8	All Students	89/92; 97%	1.64		97/103; 94%	1.33		90/101; 89%	0.08	
9	All Students	62/69; 90%	3.08		47/54; 87%	2.50		67/73; 92%	-0.72	
10	All Students	52/58; 90%	3.59		58/62; 94%	2.35		42/49; 86%	1.83	
11	All Students	45/48; 94%	2.71		47/49; 96%	2.66		54/59; 92%	0.83	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

		2021-2022			2022-2023			2023-2024		
Grade	Student Group	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	77/88; 88%	1.14		99/105; 94%	0.58		95/101; 94%	-0.34	
7	All Students	99/108; 92%	1.94		86/94; 91%	1.29		99/105; 94%	-0.01	
8	All Students	88/92; 96%	0.69		94/103; 91%	0.52		91/101; 90%	-0.40	
9	All Students	62/69; 90%	0.98		46/54; 85%	3.77		65/73; 89%	0.41	
10	All Students	52/58; 90%	1.13		58/62; 94%	1.90		46/49; 94%	3.05	
11	All Students	45/48; 94%	2.42		47/49; 96%	4.81		55/59; 93%	2.39	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	1.25	0.65	-0.81	1.14	0.58	-0.34
	EL	1.54*	1.18*	1.91*	0.91*	1.43*	2.55*
	SED	1.07	0.66	-0.59	1.10	0.94	-0.25
	SWD	0.90*	2.89*	-1.92*	0.91*	2.81*	-1.71*
	HISPANIC	1.29	0.75	-0.70	1.24	0.55	-0.25
7	All Students	1.70	1.95	-0.78	1.94	1.29	-0.01
	EL	2.91*	3.72*	-0.58*	2.12*	2.25*	0.27*
	SED	1.96	2.15	-0.69	2.26	1.35	0.01
	SWD	1.87*	4.53*	-0.76*	2.07*	2.71*	-0.51*
	HISPANIC	1.80	2.11	-0.79	2.01	1.44	0.16
8	All Students	1.64	1.33	0.08	0.99	0.52	-0.40
	EL	--	2.83*	-0.83*	--	2.98*	-1.78*
	SED	1.82	1.09	0.30	1.09	0.61	-0.40
	SWD	3.91	2.89*	-0.23*	0.36*	1.38*	0.10*
	HISPANIC	1.54	1.32	0.16	1.12	0.57	-0.48
9	All Students	3.08	2.50	-0.72	0.98	3.77	0.41
	EL	--	--	0.58*	--	--	0.04*
	SED	3.03	2.75	-0.77	1.08	3.83	0.46
	SWD	3.69	2.34*	-1.58*	1.34*	4.75*	0.92*
	HISPANIC	2.63	2.59	-0.69	0.88	3.93	0.62
10	All Students	3.59	2.35	1.83	1.13	1.90	3.05
	EL	--	--	--	--	--	--
	SED	3.65	2.50	1.93	1.65	2.10	3.30
	SWD	--	6.04*	2.30*	--	2.74*	1.59*
	HISPANIC	3.71	2.48	1.65	1.20	2.51	3.15
11	All Students	2.71	2.66	0.83	2.42	4.81	2.39
	EL	--	--	--	--	--	--
	SED	2.31	2.96	1.37	1.98	4.82	1.94
	SWD	--	--	1.33*	--	--	0.59*
	HISPANIC	2.81	3.11	1.36	1.93	4.62	1.95

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
 Red cell indicates student group has not met minimum requirement for one year's growth.
 Gray cell indicates the number of students (n) is equal to or less than 11.
 (*) denotes this data with an n greater than 11 and less than 30.
 Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 3 (Grades 6-12)		
Charter Term	2017-2025		
Date of Visit(s)	November 29, 2023 and April 24, 2024		
Enrollment	Expected (Petition): 449 (2022)	Actual Enrollment: 389	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input type="checkbox"/> FPM <input type="checkbox"/> TSI <input checked="" type="checkbox"/> None	
<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. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 3 (MSA 3) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was yellow for ELA CAASPP for all students and student groups except Hispanic, which was orange. The school performance level for math CAASSP was red for all students and student groups. The graduation rate was yellow for all students and student groups. Chronic absenteeism was orange for all students and red for socioeconomically disadvantaged and African American students. Suspension was red for all students and student groups, except students with disabilities, which was yellow.</i></p> <p><i>When compared to the state, MSA 3 was below the state averages for all students and the majority of student groups on ELA. Math, chronic absenteeism, and suspension. The school is above the state average for all students and student groups for graduation rate and College Career Indicator (CCI). Improvement plans for academics, chronic absenteeism, and suspension are necessary. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 97% of all students were tested and each student group had a participation rate of 95% or higher, except African American in ELA (94%). Overall, 32.66% of students met or exceeded standard on the ELA SBAC and 8.50% met or exceeded standard the math SBAC. Both metrics are below the rate of the state and the county.</i></p> <p><i>Since the CAASPP data falls below the state, it is necessary for renewal for the school to show one year's annual progress of academic growth through verified data. MSA 3 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B.</i></p>			
<p>2. 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> <hr style="border-top: 1px dashed black;"/> <p><i>MSA 3 uses NWEA MAP testing to monitor its annual growth. Each grade level group in reading made year over year growth in reading as indicated with a score of -0.2 Condition Growth Index (CGI) or above. All but sixth grade made year over year growth in math. Of note, the sixth-grade number of students tested was less than 30 students (see below).</i></p>			

The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, 5 of 6 student groups made at least one year's growth in reading and seven of eight students groups made one year's growth in math. There were two student groups that had 30 or more students test in math but not in reading.

Upon review of the most recent NWEA MAP data from 2023-24, ninth, tenth, and eleventh grade students made at least one's annual progress in both reading and math as indicated with a score of -0.2 Condition Growth Index (CGI) or above. Sixth grade did not make one year's growth in either reading or math. Seventh grade did not make one year's growth in reading but did in math. Eighth grade did make one year's growth in reading, but not in math. Using statistical guidelines outlines above, there were eight student groups by grade level in reading and 10 student groups by grade level in math. Two student groups had a group of 30 students but did not meet that threshold for reading. For reading, six of eight student groups by grade level made at least one year's annual progress. For math, nine of 10 student groups by grade level made at least one year's annual progress. With the upper grade levels all making one year's growth in both reading and math and a stability rate of almost 90%, it could be said that the students are seeing growth as they stay at MSA 3, but there needs to be a focus on the middle school grades, especially sixth grade to explore ways the lower grades can also see one year's average growth.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 3 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 3 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP math data, average daily attendance (ADA) and chronic absenteeism, suspension rate, student retention rate, and overall satisfaction rates on local surveys for students and staff. The school did not meet its MPO on proficiency on AP Exam, but the school is moving away from AP in favor of dual enrollment at the local community college. Further, the school did not meet its MPOs for PSAT as the school no longer offers this test. Lastly, the school notes that they did not meet their MPOs for graduation with a 94.0% graduation rate and dropout rate with a 2.0% dropout rate. The MPO goals for each of these are extremely high (Goals: graduation rate 100% and dropout rate less than 1%).

The school has a plan for each MPO that they did not meet and are currently implementing the intervention. Some of these interventions include the use of small group testing, intervention classes (Power English and Math), changes in curriculum and classes, restructuring and assigned monitoring, IAB Benchmarks in classrooms to boost CAASPP scores. Additionally, the school plans to increase dual enrollment, create alternatives to home visit (community centers and virtual meetings), utilize PBIS Strategies and SEL interventions, and ensure that all student groups have equitable access to all resources available from MSA 3. These interventions were evident and/or



<p><i>reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.</i></p>
<p>5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.</p>
<p><i>MSA 3 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, average daily attendance, chronic absenteeism, graduation rate, dropout rate, and suspension rate.</i></p> <p><i>Additionally, the school did not meet its LCAP goal on teacher retention, frequency of classroom observations, CAST science results, CCI results, percentage of graduates receiving the Seal of Biliteracy and Honors Diploma, percent of graduates accepted into college and student retention rates. The school planned to continue to support teachers through credentialing efforts and instructional coaching, close monitoring of classroom observations obligation, implementing CAST IABs, increase dual enrollment offerings, after-school tutoring, Saturday school, improve SEL support, increasing college exploration events, developing a CTE pathway, explore alternative ways for students to earn the Seal of Biliteracy, and explore other enrichment activities for students. Many of these interventions were evident and/or reported on during the LACOE spring site visit. A review of the staffing report in both fall and winter demonstrates that the school is continuing to recruit and hire qualified teachers as well as create a path for those teachers who have yet to complete certifications.</i></p>
<p>B. Educational Program and Curriculum</p>
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p>
<p><i>MSA 3 is implementing the curricular and instructional plan as outlined in the approved charter. MSA 3 focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, 15 dual enrollment classes with Los Angeles Harbor College and the school's electives continue the STEAM education. The school has been awarded an Early College High School grant that has allowed the school to expand its dual enrollment offerings. The school is exploring the possibility of one or two Career Technical Education pathways. The school provides weekly SEL instruction through the Move this World curriculum.</i></p>
<p>2. The charter school's staffing is sufficient to carry out the educational program.</p>
<p><i>The current school staffing includes 21 certificated staff, including three special education teachers, one School Psychologist, and one substitute teacher. In addition, there are 17 classified staff and six other contracted staff. While the school is staffed for each position, the data (both CAASPP and NWEA) suggests an analysis, root cause, and action plan on academic performance should be a key element in the school planning. Specifically, the school should examine mathematics as well as middle school ELA and sixth grade overall. Additionally, the school should examine its other means of correction and the staff supporting these initiatives.</i></p>
<p>3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.</p>
<p><i>MSA 3 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2028, with a mid-year cycle during the 2024-25 school year.</i></p>
<p>4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.</p>

<p><i>The target population for MSA 3 are students in grades 6-12, from Carson, California, and neighboring communities. This community has a high population of socially disadvantaged students. MSA 3 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as Dual enrollment, Power English and Math classes, and the program No Red Ink. Additionally, the school uses after-school tutoring and Saturday school to help students for interventions.</i></p> <p><i>The California Dashboard indicates that a focus on interventions for African American students in math, chronic absenteeism, and suspension.</i></p>
<p>5. The Charter school uses standard-based curricular materials appropriate for current students.</p> <p><i>MSA 3 uses California Standard based materials for all classes.</i></p>
<p>C. Services to Special Populations</p>
<p>1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.</p> <p><i>MSA 3 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i></p> <p><i>MSA 3 currently has 54 special education students, 13.9% of enrollment (2022-23 special education was 11.9% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 19 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, the school did not owe any services to student and all IEPs were up to date at the end of the year with only one late IEP report throughout the reports.</i></p>
<p>2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.</p> <p><i>MSA 3 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 5.4%.</i></p> <p><i>The ELPI results for 2022-23 indicated that 68% of ELs made progress towards English language proficiency, 12% maintained their level, and 20% regressed. Their EPLI CA Dashboard Performance level was green and above the state average (68% making progress).</i></p>
<p>3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.</p> <p><i>MSA 3 has identified the homeless and foster youth liaison. This year MPS has revisited policy affect homeless youth to ensure compliance with all state and federal laws.</i></p>
<p>D. Professional Development & Teacher Qualification</p>
<p>1. The charter school staff has received legally required clearances and trainings.</p> <p><i>MSA 3 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i></p>
<p>2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.</p> <p><i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, curriculum alignment (ELA, Math, and</i></p>

<p><i>Science), using data to inform instruction (NWEA and IAB interim benchmarks), SEL instruction, and PBIS. The school will also begin work with Capturing Kids Hearts for more support in classroom management.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p>
<p><i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates. There are some teachers who are allowed to teach classes until 2025 under previous charter law.</i></p>
<p>E. Facilities and Operations</p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p>
<p><i>The annual facilities inspection was conducted on October 20, 2023, and there was one required correction. This action requires working with the district (Prop 39) to remedy.</i></p>
<p>2. The charter school maintains proper documentation and materials/supplies.</p>
<p><i>MSA 3 has proper documentation, schedule of drills, and student safety plan.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p>
<p><i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i></p>
<p>Summary</p>
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and has been recognized as a Silver Program for PBIS by the State. The school shared that it would be focusing efforts on academic rigor, teacher wellness, and student engagement. The data for MSA 3 shows gains in ELA and chronic absenteeism. There is still room for improvement in each of these indicators. Additionally, math and suspension rates are a concern.</i></p> <p><i>MSA 3 students show consistent growth in the high school grades through students' academic learning through NWEA data as well as on CAASPP in math. Coupled with the school's high stability rate, this shows that as students stay with the school, there is great improvement in their year over year growth. The school continues to focus on pathways to dual enrollment and postsecondary opportunities through its Early College High School Grant. Further, in the most recent data available, the college going rate for 2021-22 was 78%, far above the state average of 62%. The school has a focus on community and wellbeing with their community liaison and PBIS program. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
<p>Recommendations</p>
<p>1. <i>The school should continue to work to improve CAASPP outcomes for all students especially in math as well as NWEA growth in both ELA and math in all of 6th grade.</i></p> <p>2. <i>The school should continue to work to improve all outcomes for African American students with targeted and specific interventions for this student group.</i></p> <p>3. <i>The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the</i></p>

results from NWEA MAP and IAB testing and consider further implementation of the IXL program for structured remediation.

4. *The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program, examine its alternatives to suspension, and monitor the student’s social emotional needs, engagement, and absenteeism.*
5. *In developing plans, such as unmet MPO/LCAP goals, the school should create time-bound, targeted, and actionable goals specific to special populations.*
6. *The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, MPOs, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.*
7. *As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.*
8. *The school shared that current data shows great improvements and thus should consider delaying renewal submission until that data becomes public.*

Report completed by LACOE Lead Coordinator:  <small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small> Cheli Nye, Ed.D., Coordinator III	Approved by LACOE Charter School Office Director:  Indra Ciccarelli, Director II
Date report provided to the charter school: <p style="text-align: center;">August 8, 2024</p>	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

Los Angeles County Office of Education
Charter School Office Oversight Protocol

Appendix A

Dashboard Performance Color														
2021-2022	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Low	--	--	--	--	Low	Low	--	--	--	Low	--	--	--
Math	Low	--	--	--	--	Low	Very Low	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	--	--												
Suspension	Low	--	--	--	Very High	Low	Medium	--	--	--	Low	--	--	--
Chronic Absenteeism	Very High	--	--	--	--	Very High	Very High	--	--	--	Very High	--	--	--
Graduation Rate	Very High	--	--	--	--	Very High	--	--	--	--	Very High	--	--	--
2022-2023	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Increased	Declined	--	--	Increased	Increased	Increased	--	--	--	Declined	--	--	--
Math	Declined	Declined	--	--	Declined	Declined	Declined	--	--	--	Declined	--	--	--
CCI (Status only)	Medium	--	--	--	--	Medium	--	--	--	--	Medium	--	--	--
ELPI	--	--												
Suspension	Increased	Increased	--	--	Declined	Increased	Increased	--	--	--	Increased	--	--	Maintained
Chronic Absenteeism	Declined	Declined	--	--	Declined	Increased	Increased	--	--	--	Declined	--	--	--
Graduation Rate	Declined	--	--	--	--	Declined	--	--	--	--	Declined	--	--	--

Magnolia Science Academy 3 School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-43.5	-86.9	Not Reported in 2022	63.6	-40.2	-109.5	44	68*
Student Groups								
African American/Black	-70	-112.2					23.5*	
American Indian								
Asian								
English Learners	-95.7*	-103.9*		63.6	-117.4*	-156.8*		68*
Filipino								
Foster Youth								
Hispanic/Latino	-32.4	-74.3			-47.6	-104.2	53.1	
Homeless								
Pacific Islander								
Socioecon. Disadvantaged	-47.5	-88.1			-41.8	-106.8	44	
Students with Disabilities	-128.1*	-133.3*			-119.4*	-175.1*		
Two or more								
White								
Are the majority of student groups performing above the state average?	NO 1 of 3	NO 1 of 3		YES	NO 1 of 3	NO 0 of 3	Yes 2 of 2	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 3 Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	34.7	100	1.9	33.9	94	6.8
Student Groups						
African American/Black	32.9		2.6	41.8	94.1*	8.4
American Indian						
Asian						
English Learners			7.7*	33.3*		8.8*
Filipino						
Foster Youth						
Hispanic/Latino	34.8	100	1.2	30	93.8	6.3
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	37.1	100	2.1	38.3	94	6
Students with Disabilities			9.3	41.7*		8
Two or more			0*			0*
White						
Are the majority of student groups performing above the state average?	Yes 3 of 3	YES 2 of 2	Yes 3 of 4	NO 0 of 3	Yes 2 of 2	NO 0 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

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Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students		-2.14		28	0.22*		43	-2.06	
7	All Students		-0.35		67	0.37		39	-0.96	
8	All Students		0.55		45	-0.10		68	-0.15	
9	All Students		2.81		55	2.22		46	1.12	
10	All Students		1.17		53	1.97		54	3.49	
11	All Students		-1.35		48	1.92		55	3.82	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students		-0.58		28	-0.72*		42	-1.45	
7	All Students		-0.19		66	-0.02		38	0.41	
8	All Students		0.43		46	0.54		70	-0.30	
9	All Students		2.27		53	1.81		46	2.07	
10	All Students		2.07		54	4.80		53	3.63	
11	All Students		2.39		43	8.37		54	2.76	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	-2.14	0.22*	-2.06	-0.58	-0.72*	-1.45
	EL	NA	--	--	NA	--	--
	SED	NA	0.06*	-0.47*	NA	-0.74*	-1.28*
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	2.36*	-2.54*	NA	-1.25*	-1.91*
	HISPANIC	NA	-0.88*	-1.40*	NA	-0.26*	-0.92
7	All Students	-0.35	0.37	-0.96	-0.19	-0.02	0.41
	EL	NA	--	--	NA	--	--
	SED	NA	0.38	-0.92	NA	-0.36	-0.11
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	1.72*	-3.35*	NA	-0.29*	0.11*
	HISPANIC	NA	-0.49	1.27*	NA	-0.01	0.82*
8	All Students	0.55	-0.10	-0.15	0.43	0.54	-0.30
	EL	NA	--	--	NA	--	--
	SED	NA	0.14	-0.59	NA	0.36	-0.17
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	-0.26*	-0.45*	NA	0.82*	-0.95*
	HISPANIC	NA	0.00*	0.12	NA	0.22*	0.12
9	All Students	2.81	2.22	1.12	2.27	1.81	2.07
	EL	NA	--	--	NA	--	--
	SED	NA	2.47	2.02*	NA	2.33	2.43
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	1.56*	-0.12*	NA	0.67*	-1.35*
	HISPANIC	NA	2.64*	1.47	NA	2.33	3.46
10	All Students	1.17	1.97	3.49	2.01	4.80	3.63
	EL	NA	--	--	NA	--	--
	SED	NA	2.02	4.59	NA	4.85	4.21
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	0.04*	5.24*	NA	3.54*	2.15*
	HISPANIC	NA	2.64*	2.82	NA	2.33	4.17
11	All Students	-1.35	1.92	3.82	2.39	8.37	2.76
	EL	NA	--	--	NA	--	--
	SED	NA	2.02	4.59	NA	9.06	3.20
	SWD	NA	--	--	NA	--	--
	BLACK/AA	NA	2.69*	4.31*	NA	7.88*	1.73*
	HISPANIC	NA	1.65	3.64	NA	9.65*	3.40

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2

Red cell indicates student group has not met minimum requirement for one year's growth.

Gray cell indicates the number of students (n) is equal to or less than 11.

(*) denotes this data with an n greater than 11 and less than 30.

Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis. Student group data was not available for 2021-2022 (NA)

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	Magnolia Science Academy 5 (Grades 6-12)		
Charter Term	2018-2026		
Date of Visit(s)	November 14, 2023, and May 21, 2024		
Enrollment	Expected (Petition): 460 (2023)	Actual Enrollment: 238	
Most Recent School Performance Category:	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> Low <input type="checkbox"/> DASS
Compliance Monitoring and/or Technical Assistance: (check all that apply)	<input type="checkbox"/> ATSI <input type="checkbox"/> DA <input type="checkbox"/> PRI <input type="checkbox"/> Williams	<input type="checkbox"/> CSI <input checked="" type="checkbox"/> FPM <input type="checkbox"/> TSI <input type="checkbox"/> None	
<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. Data for Accountability and Improvement			
<p>1. A review of the California School Dashboard indicates that the charter school is on target to meet renewal criteria as set forth in EC 47607.</p> <hr style="border-top: 1px dashed black;"/> <p><i>Magnolia Science Academy 5 (MSA 5) currently is placed in the middle performance level based on 2022-23 California Dashboard data. The school's performance level was blue for students with disabilities (SWD) in suspension rates. The school's performance level was green for English Language Arts (ELA) for all students and the student groups of socioeconomically disadvantaged and Hispanic students. The school's performance level was red for chronic absenteeism for all student and English learners (ELs) and orange for all other student groups (socioeconomically disadvantaged and Hispanic students). ELs also had an orange performance level in CAASSP ELA and suspension. All other areas were yellow, including all students and groups in Math and in English Learner Progress Indicator (ELPI). CAASPP Math, chronic absenteeism and suspension rates continue to be areas of focus to as well as English learners in general with many dashboard areas with declining data.</i></p> <p><i>When compared to the state, MSA 5 was above the state averages for all student and all of the student groups on the CAASPP ELA, College Career Indicator, ELPI, graduation rate and suspension rate. While the school was better than the state on CAASPP math for the majority of the student groups, the group composed of all students was not. The school's chronic absenteeism for all students and all student groups was not better than the state averages. (See Appendix A for more data on performance level and academic indicators.)</i></p> <p><i>During the 2022-23 administration of the CAASPP Smarter Balance Assessment (SBAC), 100% of all students and student groups were tested. Overall, 45.63% of students met or exceeded standard on the ELA SBAC and 34.16% met or exceeded standard on the math SBAC. Both metrics are slightly below the rate of the state (ELA 46.66% and math 34.62%) and the ELA is below the county (50.35%), but the math is above (25.00%).</i></p> <p><i>The CAASPP data is above the state distance from standard (DFS) in math, it is not necessary for renewal that the school shows one year's annual progress of academic growth through verified data, but it may be needed in subsequent years. MSA 5 uses NWEA MAP testing to monitor its annual growth. The NWEA MAP data for the past three years can be found in Appendix B and further analysis in the next section.</i></p>			

2. 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.

MSA 5 uses NWEA MAP testing to monitor its annual growth. Upon review of the 2022-23 data, all but seventh grade reading, and tenth grade math made at least one year's growth as indicated with a score of -0.2 Condition Growth Index (CGI) or above. The data was disaggregated further by student groups. Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). Additionally, groups with a number of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis and were not used in this summary. Using these guidelines, only sixth, eighth, and ninth grade have 30 or more students with only a few student groups with 30 students. A review of the past three years of NWEA data reveals that the school is making year over year growth for almost all students for the past three years, even when looking at groups with less than 30 students. Using these guidelines, there are only two student groups in both reading and math, and all groups are making one year's progress. Looking at the groups with data, those with a number of 11 to 29, all students are making one year's progress except those in seventh grade reading and tenth grade math.

Upon review of the most recent NWEA MAP data from 2023-24, all grade levels and student groups made at least one annual progress in both reading and math. Using the guidelines above, only sixth, eighth, and ninth grade have 30 or more students with only a few student groups with 30 students. A review of the past three years of NWEA data reveals that the school is making year over year growth for almost all students for the past three years, even when looking at groups with less than 30 students.

In addition to NWEA, the school also conducts systematic learning rounds to improve instruction and achievement throughout the year. These learning rounds are both done internally and with the Magnolia Public Schools (MPS) Central Office staff.

3. The charter school has submitted the LACOE Annual Report.

The LACOE Annual Plan for MSA 5 was approved and submitted in May 2024.

4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its MPOs for 2022-23 through the LACOE annual report. During their review, the school identified the following areas for improvement: CAASPP Data for both ELA and math, NWEA MAP reading and math data, English learner progress, AP pass rate, average daily attendance (ADA), and chronic absenteeism and dropout rate. The school also did not meet its MPOs regarding PSAT, but the school no longer offers the test.

The school has a plan for each MPO that they did not meet and are currently implementing the interventions. Some of these interventions include preparing students with testing strategies and prep, the use of IXL, tutoring, Saturday school and summer academy, and intervention classes to boost CAASPP and NWEA scores; co-teaching and small group intervention for EL support; teachers attending AP summer institutes for increased AP scores; restorative circles, PBIS incentives, and increased parent communication to help increase attendance rates, and improving college and career counseling to decrease dropout rates. These interventions were evident and/or reported on during the LACOE spring site visit. The MPOs that are no longer relevant should be revised during renewal.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP) and has implemented actions to address identified areas for improvement.

MSA 5 reviewed its LCAP Goals for 2022-23 through the LACOE annual report. The school's LCAP has many of the same goals as its MPOs. The overlapping unmet goals include goals on CAASPP and NWEA MAP data, English learner progress, AP pass rates, average daily attendance, chronic absenteeism, and dropout rate.

Additionally, the school did not meet its LCAP goals on teacher retention, CAASPP science (CAST) scores, College and Career Indicator (CCI), and advanced math enrollment. The school planned to continue to recruit and hire qualified teachers, examine its salary to be competitive with surrounding schools, utilize CAST interim assessments, provide teacher training in science, counseling for students and parents in college readiness including dual enrollment opportunities, and to hire a math specialist to offer more advanced math courses. During the spring LACOE Site visit, the school provided an update on CAST scores and dual enrollment. A review of the staffing report, in both fall and winter, demonstrates that the school is continuing to recruit and hire qualified teachers as well as creating a path for those teachers who have yet to complete certifications.

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

MSA 5 is implementing the curricular and instructional plan as outlined in the approved charter. The school focuses on science, technology, engineering, arts, and mathematics (STEAM). The school has a college and career emphasis with the graduation requirements aligned to the UC's A-G requirements, two advanced placement courses, dual enrollment with Los Angeles Pierce College and the school's electives continue the STEAM education including Robotics and Computers.

2. The charter school's staffing is sufficient to carry out the educational program.

The current school staffing is sufficient to carrying out the educational program. There are currently 15 certificated staff, including two special education teachers. In addition, there are 17 classified staff and six other contracted staff. The school may want to assess whether more staff is necessary to best serve ELs as the current data is declining specifically in ELA and SEL supports.

3. The Charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.

MSA 5 is accredited through the Western Association of Schools and Colleges (WASC) through June 30, 2029, with a mid-year cycle during the 2025-26 school year.

4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.

The target population for MSA 5 are students in grades 6-12, from Reseda, California, and neighboring communities. There are many MSA 5 households that speak languages other than English and have a high population of socially disadvantaged students. MSA 5 provides a college preparatory educational program emphasizing STEAM and includes a variety of additional supports within the school day such as AP courses, Dual enrollment including IGETC, Power English and Math classes, and the program No Red Ink. The school continues to make annual growth as indicated on the NWEA MAP test in both reading and math for all student groups. Additionally, the school makes use of Saturday school and summer academy for further supplemental instruction and credit recovery. The school also uses Sown to Grow and Overcoming Obstacles for SEL instruction.



The school's data indicates more supports and targeted intervention may be needed for ELs. It is imperative that interventions are specific, actionable and target for the student group.

5. The Charter school uses standard-based curricular materials appropriate for current students.

<i>MSA 5 uses California Standard based materials for all classes.</i>	
C. Services to Special Populations	
1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.	<i>MSA 5 has adopted policies and practices that are compliant with all laws related to the provision of special education. The school's special education model includes push-in and pull-out models as well as Specialized Academic Instruction.</i>
	<i>MSA 5 currently has 35 special education students, 16.1% of enrollment (2022-23 special education was 14.7% of enrollment). Using the most recent school special education report, the average caseload for the special education staff was approximately 18 students, well under the maximum caseload limit of 28 students. Additionally, according to quarterly special education reports, all IEPs were up to date each quarter and no services were owed at the end of the year.</i>
2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.	<i>MSA 5 administers the ELPAC, as well as benchmarks, the CAASPP, and classroom level data to determine English learner (EL) progress toward language proficiency. The school's process for identifying and reclassifying are defined in the school's Masterplan for English Learners and documentation for monitoring was observed during the spring site visit. The school currently (2023-24) serves an EL population of 33.0%.</i>
	<i>The ELPI results for 2022-23 indicated that 63.2% of EL students made progress towards English language proficiency, 35.3% maintained their level, and 1.5% regressed. Their EPLI CA Dashboard Performance level was yellow and above the state average (48.7% making progress). Additionally of note, 1.5% regression is an extremely low and far below the state average (18.6%).</i>
3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.	<i>MSA 5 has identified the homeless and foster youth liaison. This year MPS has revisited policy affecting homeless youth to ensure compliance with all state and federal laws.</i>
D. Professional Development & Teacher Qualification	
1. The charter school staff has received legally required clearances and trainings.	<i>MSA 5 staff have all the required trainings. Additionally, MPS staff attended all bi-weekly LACOE trainings.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.	<i>Professional development is provided on a regular basis. Professional development included discussion of best teaching practices, improving instruction, using data to inform instruction (NWEA and IAB interim benchmarks), implementation of new curriculum in math and history, SEL instruction and PBIS practices.</i>
3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.	<i>Fall 2022 and Spring 2023 staffing rosters reflected that all teachers either held appropriate credentials and authorizations to serve these subgroups or are working toward these credentials and hold the necessary temporary certificates.</i>

E. 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>The annual facilities inspection was conducted on February 6, 2024, and there were no required corrections. MSA 5 was awarded a Federal Charter School Program (FCSP) award of nearly \$2 million to expand their enrollment to 552 and footprint, which they will use for the construction of their new facility and intend to move in the 2025-26 school year.</i>
2. The charter school maintains proper documentation and materials/supplies.
<i>MSA 5 has proper documentation, schedule of drills, and student safety plan.</i>
3. The structure of the organization and leadership is designed to effectively operate the school.
<i>The current leadership structure and staffing are sufficient to carry out the education program and effectively operate the school.</i>
Summary
<p><i>Evidence from the oversight visits and documentation review demonstrate that the school has implemented an instructional program that is aligned with the Common Core State Standards. Instructional lessons observed were standards-based aligned and provided several instructional strategies and supports to assist student groups. Many classrooms had at least two adults working with students. The school is continuing its PBIS work and was recognized as a Gold program for PBIS by the State. The school has implemented a dual enrollment program called IGETC, where students complete all general courses for an Associate’s Degree. Students are able to take the remaining 30 credits to complete the degree if desired. The school shared that it would be focusing efforts on academic growth using CAASPP tools for teachers, student safety and belonging, and continued MTSS and equity trainings.</i></p> <p><i>The California dashboard for MSA 5 shows many areas for where the school is improving and exceeding the state averages. This positive data can be attributed to the school’s attention to data and utilizing formative data from NWEA and IABs to target instruction. The school has a focus on college and career readiness as well as PBIS and social emotional support to ensure students are supported in their learning process. The school continues to reflect on all goals and data to create a system of continuous improvement.</i></p>
Recommendations
<ol style="list-style-type: none"> <i>1. The school should continue work to improve outcomes for English learners and chronic absenteeism.</i> <i>2. The school should continue its focus on its tiered framework for interventions and use of schoolwide intervention cycles including professional development for teachers to analyze data and utilize the results from NWEA MAP and IAB testing and continue implementation of the IXL program for structured remediation.</i> <i>3. The school should continue its focus on the implementation of PBIS and restorative practices into the schoolwide program and monitor the student’s social emotional needs, engagement, and absenteeism.</i> <i>4. The school leadership should continue to closely monitor progress on Dashboard data for all students and all applicable numerically significant student groups in comparison to the state, as well as any applicable Verified Data, Measurable Pupil Outcomes, and LCAP goals and ensure implementation of any action items in order to meet criteria for renewal. It is incumbent on each school to formulate a plan for analyzing and organizing assessment results in order to present clear and convincing data as evidence the school is fulfilling its requirement to increase student academic achievement.</i>

5. As the school updates and revises the petition for renewal, the school leadership should closely analyze the current Measurable Pupil Outcomes and LCAP goals to ensure the goals are meeting the needs of all students and are achievable goals.

Report completed by LACOE Lead Coordinator:  <small>Michelle Nye (Sep 23, 2024 11:00 PDT)</small>	Approved by LACOE Charter School Office Director: 
Cheli Nye, Ed.D., Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: August 21, 2024	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

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Appendix A

Dashboard Performance Color														
2021-2022	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Medium	Low	--	--		Low	--	--	--	--	Low	--	--	--
Math	Low	Very Low	--	--		Low	--	--	--	--	Low	--	--	--
CCI	Not reported in 2022													
ELPI	Very High	Very High												
Suspension	Very Low	Low	--	--	Very Low	Very Low	--	--	--	--	Very Low	--	--	--
Chronic Absenteeism	Very High	Very High	--	--		Very High	--	--	--	--	Very High	--	--	--
Graduation Rate		--	--	--	--		--	--	--	--		--	--	--
2022-2023	All	EL	Foster	Home-less	SWD	SED	AA/Black	Am Indian	Asian	Filipino	Hispanic	Pac. Island	White	2 or more
ELA	Improved	Decline	--	--	Maintain	Improved	--	--	--	--	Improved	--	--	--
Math	Improved	Improved	--	--	Improved	Improved	--	--	--	--	Improved	--	--	--
CCI (Status Only)	High	--	--	--	--	High	--	--	--	--	Medium	--	--	--
ELPI	Decline	Decline												
Suspension	Declined	Declined	--	--	Maintain	Declined	--	--	--	--	Declined	--	Maintain	--
Chronic Absenteeism	Declined	Declined	--	--	Maintain	Improved	--	--	--	--	Improved	--	--	--
Graduation Rate (Status only)	Decline	--	--	--	--	--	--	--	--	--	Decline	--	--	--

Notes: Improved and declined were used for consistency of meaning.

For ELA, Math, ELPI and Graduation Rate Data, improved means the DFS and percentages increased and declined means it decreased.

For Suspension and Chronic Absenteeism, improved means the percentages decreased and declined means the percentages increased.

Magnolia Science Academy 5 School Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-2.8	-67	Not Reported in 2022	67.7	0.5	-49.4	60.5	63.2
African American/Black								
American Indian								
Asian								
English Learners	-50.4	-100.6		67.7	-54.2	-52.1	35.7*	63.2
Filipino								
Foster Youth								
Hispanic/Latino	-8.2	-74			-2.7	-53.3	54.8	
Homeless								
Pacific Islander								
Socioecon. Disadvantaged	-9.2	-75.1			-3.4	-49.4	60	
Students with Disabilities	-33.5*	-92.1*			-35.9*	-69.8*		
Two or more								
White								
Are the majority of student groups performing above the state average?	YES 3 of 3 with data	YES 2 of 3 with data		YES	YES 3 of 3 with data	YES 3 of 3 with data	YES 2 of 2 with data	YES

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

Magnolia Science Academy 5 Academic Engagement and Conditions and Climate						
	2021-2022			2022-2023		
Indicator	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30.3	96.4	0.4	30.8	92.3	2.3
Student Groups						
African American/Black						
American Indian						
Asian						
English Learners	36.2		1.1	44.2	80*	6.7
Filipino						
Foster Youth						
Hispanic/Latino	31.6	95.6*	0.4	29.7	90.6*	2.2
Homeless						
Pacific Islander						
Socioecon. Disadvantaged	32.5	96.4*	0.4	31.8	91.7*	2.2
Students with Disabilities	20*		0	20*		0
Two or more						
White			0*			0*
Are the majority of student groups performing above the state average?	Yes 2 of 3		Yes 4 of 4	NO 0 of 3		YES 3 of 4

Notes: Green cell indicates data is at or above state average.
 Red cell indicates data is below state average.
 Gray cell indicates the number of students does not meet the minimum requirement for that student group.
 (*) denotes this data does not meet the minimum requirement for that student group, but there is data available.

See tables below for state averages.

State Averages of Academic Indicators								
Indicator	2021-2022				2022-2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	ELPI
Status Metric	DFS	DFS	% Prepared	% Progress	DFS	DFS	% Prepared	% Progress
All Students	-12.2	-51.7	Not Reported in 2022	50.3	-13.6	-49.1	43.9	48.7
Student Groups								
African American/Black	-57.7	-106.9	N/A		-56.6	-104.5	25.1	
American Indian	-49.3	-90.4	N/A		-47.9	-87.3	26.5	
Asian	+63	+48.4	N/A		+61.8	+50.8	75.8	
English Learners	-61.2	-92	N/A	50.3	-67.7	-93.4	15.3	48.7
Filipino	+42.9	+2.7	N/A		+44	+7.4	65.2	
Foster Youth	-85.6	-126.3	N/A		-89.2	-127.4	11.6	
Hispanic/Latino	-38.6	-83.4	N/A		-40.3	-80.8	35.5	
Homeless	-62.9	-101.8	N/A		-67.9	-101.3	20.4	
Pacific Islander	-29.1	-71.3	N/A		-32.5	-71.3	33.1	
Socioecon. Disadvantaged	-41.4	-84	N/A		-42.6	-80.8	35.4	
Students with Disabilities	-97.3	-130.8	N/A		-96.3	-127.3	12.3	
Two or more	+25.1	-9.9	N/A		+23.3	-7.4	52.9	
White	+21.9	-13.4	N/A		+20.8	-11.1	53.2	

State Averages of Academic Engagement and Conditions and Climate						
Indicator	2021-2022			2022-2023		
	Chronic Absenteeism	Graduation Rate	Suspension	Chronic Absenteeism	Graduation Rate	Suspension
Status Metric	% chronically absent	% graduated	% suspended at least one day	% chronically absent	% graduated	% suspended at least one day
All Students	30	87.4	3.1	24.3	86.4	3.5
Student Groups						
African American/Black	42.9	79.5	7.9	36.4	78.5	8.8
American Indian	42.9	79.6	6.4	36.1	79.6	7.4
Asian	11.5	95.2	0.9	10.1	94.5	1.1
English Learners	33.6	73.3	3.2	26.3	73.5	3.7
Filipino	16.2	95.5	1.2	13.8	94.7	1.3
Foster Youth	42.1	64.1	12.4	33.6	63.2	13.6
Hispanic/Latino	35.8	85.3	3.3	28.4	84.2	3.8
Homeless	45.1	74.4	5.5	38.7	73.7	6.5
Pacific Islander	43.9	85.2	4.5	37.6	84.6	3.8
Socioecon. Disadvantaged	37.4	85.1	4	29.9	83.7	4.5
Students with Disabilities	39.6	75.2	5.4	33.1	72.7	5.9
Two or more	25.1	89.6	2.9	21.6	88.6	3.3
White	21.9	90.8	2.6	18.5	89.8	2.9

Los Angeles County Office of Education
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Appendix B: NWEA Data 2023-2024 Fall to Spring Student Growth Summary

NWEA MAP Table Reading

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participati on Rate	NWEA MAP Reading	Outcome Met	Participation Rate	NWEA MAP Reading	Outcome Met	Participatio n Rate	NWEA MAP Reading	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	24	2.48		20	1.87*		30	2.64	
7	All Students	42	3.05		28	-1.24*		24	4.08*	
8	All Students	37	4.34		44	1.23		38	3.70	
9	All Students	20	3.28*		23	1.52*		35	5.04	
10	All Students	20	2.85*		22	1.04		25	5.82*	
11	All Students	29	4.74		21	1.74		20	5.93*	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Math

Grade	Student Group	2021-2022			2022-2023			2023-2024		
		Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met	Participation Rate	NWEA MAP Math	Outcome Met
		Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?	Include the numerator, denominator, and overall percentage (e.g., 221/224 – 98.66%)	Conditional Growth Index	Yes/No?
6	All Students	26	2.58*		24	2.53*		30	2.48	
7	All Students	43	1.83		31	2.33		25	3.47*	
8	All Students	45	2.76		48	1.66		38	4.03	
9	All Students	21	2.94*		24	0.15*		34	8.33	
10	All Students	21	1.04*		27	-0.47*		25	4.05*	
11	All Students	33	4.73		24	5.06*		20	14.28*	

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
Red cell indicates student group has not met minimum requirement for one year's growth.
12th Grade was not tested.

NWEA MAP Table Reading and Math CGI including Student Groups

Grade	Student Group	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
		NWEA MAP Reading			NWEA MAP Math		
		Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index	Conditional Growth Index
6	All Students	2.48*	1.87*	2.64	2.58*	2.53*	2.48
	EL	--	3.97*	3.31*	--	3.99*	4.95*
	SED	2.11*	1.90*	3.03*	2.52*	2.72*	2.51*
	SWD	--	--	--	--	--	--
	HISPANIC	2.81*	2.08*	2.64	2.63*	2.85*	2.48
7	All Students	3.05	-1.24*	4.08*	1.83	2.33	3.47*
	EL	--	--	4.21*	--	--	2.45*
	SED	3.13	-1.10*	3.60*	1.71	2.11*	3.27*
	SWD	--	--	--	--	--	--
	HISPANIC	3.30	-2.37*	4.41*	1.89	3.00*	3.46*
8	All Students	4.34	1.23	3.70	2.76	1.66	4.03
	EL	4.89*	--	--	4.41*	2.01*	3.27*
	SED	4.52	0.99	3.73	2.77	1.58	4.33
	SWD	5.47*	--	--	2.65*	--	--
	HISPANIC	3.06	1.43	3.69*	2.73	1.42	4.16*
9	All Students	3.28*	1.52*	5.04	2.94*	0.15*	8.33
	EL	--	--	--	--	--	--
	SED	3.21*	1.54*	5.69*	3.05	-0.11*	9.05*
	SWD	--	--	--	--	--	--
	HISPANIC	3.06*	1.52*	4.93	2.27*	0.15*	4.16*
10	All Students	2.85*	1.04*	5.82*	1.04*	-0.47*	4.05*
	EL	--	--	3.88*	--	-0.94*	5.35*
	SED	2.90*	1.29*	5.96*	5.28*	-0.52*	4.75*
	SWD	--	--	--	--	--	--
	HISPANIC	3.09*	1.18*	5.82*	1.04*	-0.51*	4.05*
11	All Students	4.74*	1.74*	5.93*	4.73	5.06*	14.28*
	EL	--	--	--	--	--	--
	SED	4.82*	1.65*	6.30*	5.28*	4.67*	14.48*
	SWD	--	--	--	--	--	--
	HISPANIC	5.37*	2.01*	4.92*	4.79	5.36*	13.04*

Notes: Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq -0.2
 Red cell indicates student group has not met minimum requirement for one year's growth.
 Gray cell indicates the number of students (n) is equal to or less than 11.
 (*) denotes this data with a number greater than 11 and less than 30.
 Groups with fewer than 11 students were excluded from this report to protect student privacy and maintain compliance with the Family Educational Rights and Privacy Act (FERPA). This practice aligns with common data suppression techniques used to prevent the potential identification of individual students in small groups and protect student privacy. This practice is consistent with the California School Dashboard Technical Guide, which outlines data reporting practices for the state. Additionally, groups with an n of 11 to 29 were asterisked as statistical theory states these results have a greater variance in reliability and validity than traditionally accepted in statistical analysis.