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| Board Agenda Item # | IV A – Discussion Item |
| Date: | August 9, 2018 |
| To: | Magnolia Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Principals of Magnolia Science Academy 1-3 |
| RE: | LACOE Oversight School Visits Overview |

Proposed Board Recommendation

Information Item

Background

LACOE Oversight reports were presented by Mr. Erdinc Acar, MPS Chief Academic Officer during the July 12, 2018 MPS Board Meeting. He presented an overview focused on the Academic program. Today, principals of MSA- 1, MSA-2 and MSA-3 will present actions steps and plans to address the authorizer’s concerns and feedback.

LACOE Oversight Visits Overview

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

All MPS schools have been visited by their respective authorizers. The following are the oversight visit details for 2017-18 for MPS schools authorized by LACOE:

| | Authorizer | Visited? | Notes |
|-------|-------------------|-----------------|--------------------------|
| MSA-1 | LACOE | Yes | Facility visit conducted |
| MSA-2 | LACOE | Yes | Facility visit conducted |
| MSA-3 | LACOE | Yes | Facility visit conducted |

Oversight Visit Reports

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

Budget Implications:

None

Attachments:

LACOE Instructional Program Review 2017-18 for:

Magnolia Science Academy-1
Magnolia Science Academy-2
Magnolia Science Academy-3
Governance Review MSA 1-3

INSTRUCTIONAL PROGRAM REVIEW 2017-18

| | | |
|-------------------|---|--------------------|
| Charter School: | Magnolia Science Academy 1 (Grades 6-12) | |
| Date of Visit(s): | 10/23/2017; 04/23/2018 | |
| Enrollment: | Expected: 525 | Actual: 541 |

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.

A. Educational Program

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

Mission: Magnolia Public Schools (MPS) provide a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. The core curriculum is based upon the UC/CSU A-G course requirements, and includes multiple Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Studio Art. The school will add sections of Robotics courses for each grade level during the 2018-19 school year. Students from MSA- 1 participated in the recent MPS STEAM Expo held at the Long Beach Convention Center.

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

Credentialed instructors appropriately staff MSA- 1 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA- 1 provides two academic Deans and one College/Career Counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of three Resource Specialists.

3. Students who are achieving significantly either below or significantly above grade level are receiving instruction that addresses their learning differences.

MSA- 1 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those needing credit recovery. Summer school will be offered in July 2018.

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade.

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.

MSA- 1 operates in the San Fernando Valley as an alternative high-achieving school. MSA- 1 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school fields competitive teams in STEAM related activities, including robotics. MSA- 1 is ranked #14 in California and was awarded a Gold Medal in 2017 by US News & World Report.

6. The charter school has sought WASC accreditation.

MSA- 1 is currently accredited through the Western Association of Schools and Colleges (WASC). In 2013, the high school received a six-year accreditation. As the school is now authorized by LACOE, MSA- 1 has been granted an initial accreditation of three years.

7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.

As of April 2018, the school's is projecting positive net assets at the end of FY 2017-18.

Business Advisory Services analysis of the data provided for the Second Interim Report indicates that the Charter should be able to meet its financial obligations for this current year.

B. Services to Special Populations

1. The charter school follows a process to identify and reclassify students who are English learners (ELs).

Yes, MSA- 1 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English Learners.

C. Curricular Materials

1. The charter school uses state standards-based instructional materials.

MSA- 1 uses California standards-based instructional materials.

2. The charter school uses instructional materials that address the specific needs of special education students.

Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.

3. The charter school uses instructional materials that address the specific needs of English learners.

Yes, MSA- 1 has established a program for the identification, instruction, reclassification and progress monitoring of English Learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.

4. The charter school refrains from using faith-based instructional materials.

No faith-based instructional materials were observed during the fall or spring school visits.

D. Professional Development & Teacher Qualification

1. The charter school staff has received legally required trainings.

The school provided the CSO a detailed listing of all required trainings with completion dates for each staff member.

2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.

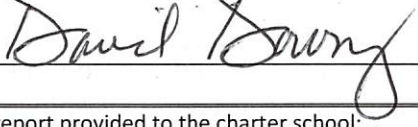
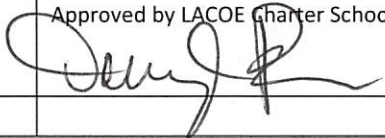
All MSA-1 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis; curriculum alignment, and WASC accreditation.

3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.

MSA-1 administration submitted staff rosters to the LACOE Charter School Office during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English Learner and special education credentials and authorizations.

4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act.

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| <p><i>During both the first and second semester of 2017-18, staff credential lists were cross- checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i></p> |
| <p>5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.</p> |
| <p><i>In addition to holding ongoing training for staff and faculty (weekly, monthly), Magnolia Schools hosts several symposia for all teachers and administrators on a wide variety of subjects and best practices in the field of education.</i></p> |
| <p>6. The charter school participates in trainings made available through the sponsoring LEA.</p> |
| <p><i>MSA-1 administration attended LACOE required meetings this school year. In addition, the school has registered to participate in the next cohort for LACOE PBIS training.</i></p> |
| <p>E. Ongoing Assessment</p> |
| <p>1. The charter school participates in CAASPP testing as required for all K-12 schools in California.</p> |
| <p><i>MSA-1 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2017-18 testing schedule.</i></p> |
| <p>2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.</p> |
| <p><i>A review of CAASPP scores for MSA-1 in ELA indicate improvement for All students, socioeconomically disadvantaged, Hispanic and Students with Disabilities. Declines were noted for White students and English Learners. In math, scores declined for English Learners and Students with Disabilities. All other student groups either maintained their achievement levels or increased scores.</i></p> |
| <p>3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.</p> |
| <p><i>MSA 1 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.</i></p> |
| <p>4. Student achievement data is regularly reported to parents and staff.</p> |
| <p><i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Parent/teacher conferences are held one each semester. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i></p> |
| <p>5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.</p> |
| <p><i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, need for intervention and toward instructional planning. For the 2018-2019 school year, MSA-1 will fully implement the use of the Illuminate platform.</i></p> |
| <p>6. Local Control Accountability Plan (LCAP):</p> |
| <p>a. Board Approval/Timeliness of Submission:</p> |
| <p><i>The 2017-18 LCAP was approved by the Magnolia Board on June 14, 2017.</i></p> |
| <p>b. 2016-17 LCAP Update</p> |
| <p><i>The LCAP Annual update addressed all prior year goals. Two subgroups needing close attention are English Learners, and Students with Special Needs. Based upon a review of the educational program and the examination of relevant data, the school has established goals and actions to address the specific needs of these students moving forward.</i></p> |

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| c. Required Metrics addressed based on type of charter and services offered | |
| <i>Annual goals and action steps based on the state priorities were delineated for all required student groups</i> | |
| d. Student Subgroups | |
| <i>Appropriate goals and action steps were established for all subgroups in alignment with State priorities. Specific focus areas for the upcoming year include academic progress and intervention for Special Education Students and English Learners.</i> | |
| <i>Increased Services will be provided in the areas of: increased outreach; ELD instructional strategies; teacher professional development around ELD instruction; and academic supports and remediation.</i> | |
| Summary | |
| <i>MSA-1 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. MSA- 1 is fully enrolled, and the school is undergoing a renovation and expansion process to provide improved facilities and additional space for students. The school has established a system of internal benchmarking and processes for ongoing data analysis.</i> | |
| Recommendations | |
| <ol style="list-style-type: none"> <i>MSA- 1 should consider the development of STEAM pathways for students, based upon established courses currently offered at the school. Possible pathways might include computer programming/software development, biotech, and robotics/mechanical engineering. Pathways would promote interdisciplinary planning, increased PBL opportunities and clearer connection to real world applications.</i> <i>Increase the number of partnerships with university departments and companies that align with the pathways. This could provide valuable opportunities for students to connect with mentors, and increase their understanding of how STEAM concepts connect to global industry.</i> <i>Continue to focus on improving the instructional program for special education students and English learners.</i> <i>Begin to develop a plan for charter renewal that includes ongoing analysis of assessment results, progress on all measurable pupil outcomes, and any additional evidence that shows pupil academic progress and completion of charter commitments.</i> | |
| Report completed by LACOE Lead Reviewer: | Approved by LACOE Charter School Office Administrator: |
|  |  |
| Date report provided to the charter school: | Report provided to charter school via: |
| 6/19/18 | <input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference |

INSTRUCTIONAL PROGRAM REVIEW 2017-18

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|-------------------|---|--------------------|
| Charter School: | Magnolia Science Academy 2 (Grades 6-12) | |
| Date of Visit(s): | 10/23/2017; 04/23/2018 | |
| Enrollment: | Expected: 473 | Actual: 470 |

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.

A. Educational Program

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

MSA-2's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Magnolia Public School's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-2 has received WASC accreditation through June 30, 2021. The core curriculum is based upon the UC/CSU A-G course requirements, and includes seven Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Studio Art. The school will add sections of Robotics courses for each grade level during the 2018-19 school year. Students from MSA-2 participated in the recent MPS STEAM Expo held at the Long Beach Convention Center.

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

Credentialed instructors appropriately staff MSA-2 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA-2 provides two Academic Deans and one College/Career Counselor. Instruction for students with disabilities are provided in mainstream classroom settings by a staff of three Resource Specialists.

3. Students who are achieving significantly either below or significantly above grade level are receiving instruction that addresses their learning differences.

MSA-2 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance, work with their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day. Further, instruction is offered on Saturdays for students needing assistance. Online courses are offered for those in need of credit recovery. Summer school will be offered in July 2018.

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements.

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.

MSA-2 operates in the San Fernando Valley as an alternative high-achieving school. MSA-2 has been successful in implementing a curriculum focused on college preparedness with access to advanced coursework in core disciplines. In addition, the school fields competitive teams in STEAM related activities, including robotics.

6. The charter school has sought WASC accreditation.

Magnolia Science Academy-2 is currently accredited through the Western Association of Schools and Colleges (WASC). Accreditation status is through June 30, 2021.

7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.

As of April 2018, the school's is projecting a positive net assets at the end of FY 2017-18. Business Advisory Service analysis of the data provided for the Second Interim Report indicates that the Charter should be able to meet its financial obligations for this current year.

Additional Concerns:

The Charter school CMO fee percentage is not aligned with the petition. The petition states 17% for FY 2017-18, and the CMO rate currently charged is 21%.

B. Services to Special Populations

1. The charter school follows a process to identify and reclassify students who are English learners (ELs).

Yes, MSA-2 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English Learners.

C. Curricular Materials

1. The charter school uses state standards-based instructional materials.

MSA-2 uses California standards-based instructional materials.

2. The charter school uses instructional materials that address the specific needs of special education students.

Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services.

3. The charter school uses instructional materials that address the specific needs of English learners.

Yes, MSA-2 has established a program for the identification, instruction, reclassification and progress monitoring of English Learners, which includes primary and supplemental instructional materials, including McGraw Hill's Study Sync.

4. The charter school refrains from using faith-based instructional materials.

No faith-based instructional materials were observed during the fall or spring school visits.

D. Professional Development & Teacher Qualification

1. The charter school staff has received legally required trainings.

MSA-2 completed staff mandated training as follows: August 8 2017, Staff Training (Emergency Procedures, School Safety Procedures). August 31 2017, Staff Mandated Reporting Training Videos Due (Sexual Harassment Staff to Staff/CPR/Drug Free Workplace/Blood borne Pathogen Exposure prevention/Youth Suicide: Awareness and Prevention/Mandated Reporter Child Abuse and Neglect/Bullying Recognition & Response/Sexual Misconduct: Staff to Student).

2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.

All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis; curriculum alignment, and WASC accreditation.

3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.

MSA-2 administration submitted staff rosters to the LACOE Charter School Office during the fall and spring semesters. All teacher credentials are verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.

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| 4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act. |
| <i>During both the first and second semester of 2017-18, staff credential lists were cross- checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i> |
| 5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs. |
| <i>All MSA-2 staff and faculty participate in weekly meetings scheduled on Tuesday afternoons. School leadership staff conduct Tuesday meetings, with topics including student achievement, discipline, counseling, and school safety. All teachers attend bi-weekly department and staff development meetings focused on the instructional program. Examples of training include the following: pedagogical strategies, differentiation, student achievement data and analysis; curriculum alignment, and WASC accreditation.</i> |
| 6. The charter school participates in trainings made available through the sponsoring LEA. |
| <i>MSA-2 administration attended LACOE required meetings this school year. In addition, the school is currently in a cohort participating in LACOE PBIS training.</i> |
| E. Ongoing Assessment |
| 1. The charter school participates in CAASPP testing as required for all K-12 schools in California. |
| <i>MSA-2 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2017-18 testing schedule.</i> |
| 2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607. |
| <i>A review of CAASPP scores for MSA-2 indicate improvement for All students in math with a slight decrease in scores overall for ELA.</i> |
| 3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements. |
| <i>MSA-2 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.</i> |
| 4. Student achievement data is regularly reported to parents and staff. |
| <i>The school's website provides a login for parents so they have the ability to track their child's progress at school. Each staff member is issued an email address and phone number, and parents can access their contact information via the website. In addition, every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments that explain the student's progress beyond the letter grade. Further, student achievement data is regularly discussed and evaluated during staff meetings, department chair meetings, grade level meetings, and through department staff development.</i> |
| 5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program. |
| <i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, need for intervention and toward instructional planning. For the 2018-2019 school year, MSA-2 will fully implement the use of the Illuminate platform.</i> |
| 6. Local Control Accountability Plan (LCAP): |
| a. Board Approval/Timeliness of Submission: |
| <i>The 2017-18 LCAP was approved by the Magnolia Board on June 14, 2017.</i> |

| | |
|---|--|
| b. 2016-17 LCAP Update | |
| <i>The LCAP Annual update addressed all prior year goals. Two subgroups needing close attention are English Learners, and Students with Special Needs. Based upon a review of the educational program and the examination of relevant data, the school has established goals and actions to address the specific needs of these students moving forward. In addition, the school has plans to provide increased teacher training with the goal of improving math scores and classroom instruction.</i> | |
| c. Required Metrics addressed based on type of charter and services offered | |
| <i>Annual goals and action steps based on the state priorities were delineated for all required student groups</i> | |
| d. Student Subgroups | |
| <i>Appropriate goals and action steps are established for all subgroups in alignment with State priorities.</i> <i>Specific focus areas for the upcoming year include: Academic progress and intervention for Special Education Students and English Learners; training for teachers in order to improve mathematics instruction; improving school climate and student satisfaction.</i> <i>Increased Services will be provided in the areas of: increased outreach to families; ELD instructional strategies, including the CHATS framework; teacher professional development around ELD instruction; academic supports and remediation; and social/emotional support for students.</i> | |
| Summary | |
| <i>The instructional program at MSA-2 aligns with the program described in the charter. Classroom walkthroughs show evidence of teacher implementation of professional development (EDI); and the school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention. The school professional development calendar includes mandated trainings for staff and training for staff in alignment with achievement goals. School enrollment is within three students of their projected enrollment at this time. MSA-2 has implemented a system of internal benchmarks to evaluate student progress and plan for instruction.</i> | |
| Recommendations | |
| <ol style="list-style-type: none"> <i>Continue to participate in PBIS training with your LACOE cohort with the goal of full implementation of a tiered system of support for students, and clear structures for all common areas and classrooms.</i> <i>Work to align content area instruction with the STEAM activities and courses currently offered at the school. This might include interdisciplinary lesson planning, PBL, and the possibility of establishing outside partnerships with companies/ industries that model professional implementation of what students are learning.</i> <i>Continue to focus on improving instruction and intervention for English learners and students with special needs.</i> <i>Begin to develop a plan for charter renewal that includes ongoing analysis of assessment results, progress on all measurable pupil outcomes, and any additional evidence that shows pupil academic progress and completion of charter commitments.</i> | |
| Report completed by LACOE Lead Reviewer: | Approved by LACOE Charter School Office Administrator: |
| <i>David Downing</i> | <i>Darryl J. Brown</i> |
| David Downing | Darryl J. Brown, Ed.D. |
| Date report provided to the charter school: | Report provided to charter school via: |
| <i>6/13/18</i> | <input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference |

INSTRUCTIONAL PROGRAM REVIEW 2017-18

| | | |
|-------------------|---|--------------------|
| Charter School: | Magnolia Science Academy-3 (Grades 6-12) | |
| Date of Visit(s): | 10/30/2017; 04/30/2018 | |
| Enrollment: | Expected: 449 | Actual: 460 |

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.

A. Educational Program

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

Mission: Magnolia Public Schools (MPS) provide a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. The core curriculum is based upon the UC/CSU A-G course requirements, and includes multiple Advanced Placement courses, and a selection of electives that complement the STEAM focus of the school including Robotics, Computer Science, Programming, and Digital Art. The school will add sections of Robotics courses for each grade level during the 2018-19 school year. Students from MSA-3 participated in the recent MPS STEAM Expo held at the Long Beach Convention Center.

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

Credentialed instructors appropriately staff MSA-3 at this time, and the school maintains a student to teacher ratio of 25 to 1 in each classroom. Beyond the regular teaching staff, MSA- 3 provides three(3) Academic Deans and one College/Career counselor. Instruction for students with disabilities is provided in mainstream classroom settings by a staff of two Resource Specialists.

3. Students who are achieving significantly either below or significantly above grade level are receiving instruction that addresses their learning differences.

MSA-3 teachers provide differentiated instructional experiences within the classroom for students. Students needing assistance have an opportunity to work with resource teachers during the day, or to receive assistance from their classroom teachers before or after school. In addition, the school offers Power classes in ELA and Math during the school day for those needing specific intervention, along with a variety of academic electives for those achieving above grade level. Further, instruction is offered on Saturdays for students needing assistance. Summer School will be offered in July, 2018.

4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

The MPS Student/Parent Handbook outlines requirements for graduation from high school, and includes a matrix identifying UC/A-G transferable courses with semester/credit requirements. Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. The school also holds college information nights, parent/teacher conferences each semester, and coffee with the administration.

5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.

Yes. MSA-3 operates as a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts/athletics and math (STEAM). In addition to providing core instruction, teachers offer multiple STEAM-based elective courses for students.

6. The charter school has sought WASC accreditation.

Magnolia Science Academy 3 is currently accredited through the Western Association of Schools and Colleges (WASC) through 2021.

7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.

As of April 2018, the school is projecting positive net assets at the end of FY 2017-18.

LACOE Business Advisory Services analysis of the data provided for the Second Interim Report indicates that the Charter should be able to meet its financial obligations for this current year.

Additional Concerns:

The Charter school CMO fee percentage is not aligned with the petition. The petition states 17% for FY 17-18, and the CMO rate currently charged is 19%. Magnolia staff indicate that there is no flat rate for service from MERF. The Board approved CMO fee structure calls for fluctuation based upon the number of students attending each particular school.

B. Services to Special Populations

1. The charter school follows a process to identify and reclassify students who are English learners (ELs).

Yes, MSA-3 has established an EL Master Plan for the identification, instruction, reclassification and progress monitoring of English Learners.

C. Curricular Materials

1. The charter school uses state standards-based instructional materials.

MSA-3 uses California standards-based instructional materials.

2. The charter school uses instructional materials that address the specific needs of special education students.

Students with IEPs utilize the same materials as general education students, with specialized academic instruction and assistance provided utilizing push-in and pull-out services. In addition, MSA-3 has established a study/tutorial center where students receive specialized assistance through resource teachers.

3. The charter school uses instructional materials that address the specific needs of English learners.

Yes, MSA-3 has established a program for the identification, instruction, reclassification and progress monitoring of English Learners, which includes primary and supplemental instructional materials, including McGraw-Hill's Study Sync.

4. The charter school refrains from using faith-based instructional materials.

No faith-based instructional materials were observed during the fall or spring school visits.

D. Professional Development & Teacher Qualification

1. The charter school staff has received legally required trainings.

The school provided the CSO a detailed listing of all required trainings with completion dates for each staff member.

2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.

MSA-3 Administrators have individual meetings for all Principals, Deans of Academics, and Deans of Students. The school holds weekly staff meetings each Monday. Teachers also meet with the administration weekly. All administrators conduct both formal and informal observations and provide follow-up feedback. MSA-3 has four additional professional development days scheduled throughout the school year. In addition, the school sends teachers to workshops and conferences both locally and out-of-state.

3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.

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| <i>MSA-3 administration submitted staff rosters to the LACOE Charter School Office during the fall and spring semesters. All teacher credentials were verified to ensure that appropriate staff members hold required English learner and special education credentials and authorizations.</i> |
| 4. The charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left behind Act. |
| <i>During both the first and second semester of 2017-18, staff credential lists were cross-checked with the master schedule to ensure that credentialed teachers are teaching core subjects.</i> |
| 5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs. |
| <i>In addition to holding ongoing training for staff and faculty (weekly, monthly), Magnolia Schools hosts several symposia for all teachers and administrators on a wide variety of subjects and best practices in the field of education. Support staff are included in these trainings as well.</i> |
| 6. The charter school participates in trainings made available through the sponsoring LEA. |
| <i>MSA-3 administration attended LACOE required meetings this school year.</i> |
| E. Ongoing Assessment |
| 1. The charter school participates in CAASPP testing as required for all K-12 schools in California. |
| <i>MSA-3 participates in required CAASPP testing, as evidenced by the previous year's test scores and 2017-18 testing schedule.</i> |
| 2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607. |
| <i>A review of CAASPP scores for MSA-3 show that scores maintained for ALL Students in ELA. Declines in ELA were noted for Hispanics, English Learners, and Students with Disabilities. Math scores decreased for All students and in each subgroup.</i> |
| 3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements. |
| <i>MSA-3 has completed and submitted a SARC for 2017-2018, which is also on file with the California SBE website.</i> |
| 4. Student achievement data is regularly reported to parents and staff. |
| <i>MSA-3 has established a system of interim benchmarks, using the NWEA platform. Staff regularly review data and plan instruction and interventions based on that data. In addition to receiving regularly scheduled grade reports, parents receive data reports through SSC and ELAC meetings, Coffee with the Principal, parent teacher conferences and home visits.</i> |
| 5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program. |
| <i>The school has established an internal assessment system and data analysis protocol in order to report and monitor pupil achievement, need for intervention and toward instructional planning. For the 2018-2019 school year, MSA-3 will fully implement the use of the Illuminate platform.</i> |
| 6. Local Control Accountability Plan (LCAP): |
| a. Board Approval/Timeliness of Submission: |
| <i>The 2017-18 LCAP was approved by the Magnolia Board on June 14, 2017.</i> |
| b. 2016-17 LCAP Update |

The LCAP annual update addressed all prior year goals. A review of the school's CAASPP assessment data shows a decline in the percentage of students meeting or exceeding standard in ELA and math. An achievement gap remains in ELA for English Learners, Students with Disabilities and Hispanic students. In math, declines were noted for all subgroups.

c. Required Metrics addressed based on type of charter and services offered

Annual goals and action steps based on the state priorities were delineated for all required student groups.

d. Student Subgroups

Focus areas for the upcoming year include increasing the percentage of those meeting or exceeding standard for all subgroups on the CAASPP. In addition, the school seeks to increase the number of students passing AP exams with a score of three (3) or above, and improve student graduation rates. Additional goal areas include teacher professional development around assessment, and a focus on student social-emotional intervention.

Summary

MSA-3 is following its instructional program as described within its charter; classroom observations show evidence of that implementation. The school uses standards-based materials with all students, including supplemental materials for students with special needs, English learners, and students needing intervention and/or remediation. The school plan for professional development includes mandated trainings and training in alignment with school achievement goals. The school has established a system of internal benchmarking and processes for ongoing data analysis.

Recommendations

1. MSA-3 should consider the development of STEAM pathways for students, based upon established courses currently offered at the school. Possible pathways might include computer programming/software development; biotech; and robotics/mechanical engineering. Pathways would promote interdisciplinary planning, increased PBL opportunities and clearer connection to real world applications.
2. Increase the number of partnerships with university departments and companies that align with the pathways. This could provide valuable opportunities for students to connect with mentors, and increase their understanding of how STEAM concepts connect to global industry.
3. Continue to focus on improving the instructional program for special education students and English learners.
4. Begin to develop a plan for charter renewal that includes ongoing analysis of assessment results, progress on all measurable pupil outcomes, and any additional evidence that shows pupil academic progress and completion of charter commitments.

Report completed by LACOE Lead Reviewer:

David Dawny

Approved by LACOE Charter School Office Administrator:

David [Signature]

Date report provided to the charter school:

6/19/18

Report provided to charter school via:

- US Postal Mail/Email
 Meeting
 Phone Conference

GOVERNANCE REVIEW 2017-2018

| | |
|---|---|
| Charter School: | Magnolia Science Academy-1, 2, 3 |
| Charter Term: | 2017-2022 |
| <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 three (3) schools are part of 10 charter schools associated with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation.</i></p> | |
| <p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p> | |
| <p><i>LACOE was provided with all relevant documents including articles of incorporation.</i></p> | |
| <p>3. There is a list or roster of governing board members.</p> | |
| <p><i>The current list identifies eight (8) board members. The organizational bylaws indicate that the number of directors shall be no less than three (3) and no more than eleven (11).</i></p> | |
| <p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program, which reflects the goals, and objectives of the Local Control Accountability Plan.</p> | |
| <p><i>According to the charter petitions, one of the board's responsibilities is to assess the compliance and progress in achieving educational and other outcomes agreed to in the charter; and to review the strategic plan and progress. The board approved the local control accountability plan for MSA -1, 2 and 3 in June 2017. The Board maintains an Academic Committee which oversees instructional evaluation.</i></p> | |
| <p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p> | |
| <p><i>The Chief Financial Officer 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 school, and adjusts the budget and operations as necessary.</i></p> | |
| <p>6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p> | |
| <p><i>A review of audio recordings and meeting documentation indicates that the governing board understands the annual budget, including the short and long-term financial outlook of each school.</i></p> | |
| <p>7. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.</p> | |
| <p><i>The governing board, charter organization, and school leadership exhibit clear boundaries and separation of responsibilities. No current board members exhibit conflicts as staff members or through financial interest.</i></p> | |
| B. Capacity/Composition | |
| <p>1. Some of the governing board members have previous governance experience.</p> | |
| <p><i>Yes, some of the governing board members have previous governance experience.</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> | |

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| <i>LACOE is in receipt of an approved conflict of interest policy and code. The current board appears to be free from any perceived or real conflict of interests.</i> |
| 3. The governing board represents strong diversity relevant to the community and the charter school population. |
| <i>In recent months, the board added two (2) members that increase diversity and relevance to the school community. The new board members bring experience in the medical field, local government and civil construction and have provided additional expertise and diversity to the Magnolia Board.</i> |
| 4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education. |
| <i>Current board members bring expertise in the legal field, finance, higher education, engineering, local government, medicine, and civil construction.</i> |
| C. Structure |
| 1. The composition of the governing board is consistent with the approved charter. |
| <i>Yes.</i> |
| 2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance. |
| <i>Yes, the board has given evidence that they are able to govern effectively and could continue to do so in their current form.</i> |
| 3. The governing board has bylaws that are comprehensive and that include a reasonable term limit. |
| <i>Yes, the governing board bylaws are comprehensive and have an existing term limit of five years.</i> |
| 4. The governing board appears to fully understand the bylaws and their implications. |
| <i>Yes.</i> |
| 5. The governing board has identified officers. |
| <i>The current board recognizes a president, secretary, and treasurer.</i> |
| 6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each. |
| <i>The organization bylaws outline specific duties and responsibilities for a chairman of the board, President, vice presidents, secretary, and treasurer.</i> |
| 7. The bylaws delineate committees and provide detailed job descriptions for these committees. |
| <i>The bylaws discuss the creation of and powers given to board committees. The bylaws also include language about meetings and the actions of committees; however, there are no specific job descriptions provided for committees.</i> |
| D. Clarity |
| 1. The governing board actively discusses which elements of key decision are governance vs. management. |
| <i>A review of audio recordings demonstrate a clear delineation between governance and management. The board has not attempted solving school management issues on its own.</i> |
| 2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance. |
| <i>Yes, the board and school leadership regularly report to the board and work together collaboratively toward positive change at the schools.</i> |
| 3. The governing board members understand their role in developing, supporting and evaluating the charter school leader. |
| <i>Yes, the board has demonstrated an understanding of this rule and its effective execution.</i> |
| 4. There is a strong working relationship among the charter school leader, board chair and full board. |

Yes, review of board documents and audio recordings indicate a collaborative relationship exists between the charter leader, the board chair, and the full board.

E. Meetings

1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.

The board meets on a monthly basis. Committees of the board meet during the other weeks of the month, with special board meetings held as needed. All meetings comply with the requirements of the Brown Act.

2. The governing board complies with the following:
 - a. Regularly scheduled meetings with appropriate public notice
 - b. Brown Act training and meeting compliance
 - c. Availability of meeting minutes

All board meetings are compliant with the Brown Act. Board members participate in Brown Act training, and meeting agendas are posted and available on the school and organization websites.

3. The governing board has resolutions and board-adopted policies related to the following:
 - a. Conflict of interest
 - b. Handbooks: parent, student, employee
 - c. Student and employee discipline and due process
 - d. Parent complaint resolution and due process
 - e. Internal controls policies and related forms and systems
 - f. Bank signature authorizations
 - g. Harassment: student, staff
 - h. Safety plan
 - i. Immunization records
 - j. Family Educational Rights and Privacy Act (FERPA): Policy and notices
 - k. Section 504 compliance
 - l. Allowable purchases and purchasing authority

Yes, the board has adopted policies related to all of the above concerns.

4. Material revisions to the charter have been approved by the governing board.

The school did not submit any material revisions for the current school year.

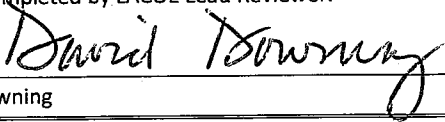
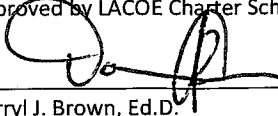
F. Parent and Staff Involvement

1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.

In addition to holding regular parent and staff meetings, parents have regular email and phone access to teachers and administrators. Review of audio recordings indicates that the board interacts with parents and staff members and teachers during their public meetings.

Summary:

The current board consists of eight members and is consistent with the approved bylaws. All regular meetings, special meetings, and committee meetings are compliant with the Brown Act. A review of audio recordings, school and board documents, and site visits indicate that parent and stakeholder involvement exists. One notice of concern was sent regarding staffing and credentials. The matter was quickly resolved. 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.

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| Recommendations: | |
| <ol style="list-style-type: none">1. Board members should continue to participate in annual Brown Act training.2. Board members should all receive training in the procedures for student expulsion, including due process rights for students.3. It is recommended that the Board establish a system for dialog and discussion that provides for effective time management and minimizes interruption. | |
| Report completed by LACOE Lead Reviewer:  | Approved by LACOE Charter School Office Administrator:  |
| David Downing | Darryl J. Brown, Ed.D. |
| Date report provided to the charter school: <i>6/13/18</i> | Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input checked="" type="checkbox"/> Meeting <input type="checkbox"/> Phone Conference |