



Board of Education Report

File #: Rep-135-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Approval of the Renewal Petition for Magnolia Science Academy 4 [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Magnolia Science Academy 4) Recommends approval of the renewal petition for Magnolia Science Academy 4, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Magnolia Science Academy 4 (“Charter School”), a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Magnolia Science Academy 4 is a 6-12 span school currently serving 124 students on a District campus at 11330 W. Graham Place, Room B-9, Los Angeles, CA, 90064 in Board District 4 and Region West. Magnolia Science Academy 4 was originally approved by the LAUSD Board of Education on February 26, 2008. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Magnolia Science Academy 4 expires June 30, 2026.

On August 21, 2025, Magnolia Science Academy 4 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Magnolia Science Academy 4 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 135, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - Magnolia Science Academy 4 Data Set
- Attachment C - Magnolia Science Academy 4 RSM Data
- Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

<https://drive.google.com/drive/folders/1HbmpNI-Zvbvcr1ur78gBCnIhdmcxKJt8?usp=sharing>

Submitted:

10/23/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 135-25/26
November 17, 2025

School Name:	Magnolia Science Academy 4		BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Magnolia Education and Research Foundation		
Location Code:	8011		
Type of Site(s):	District-Proposition 39 Co-Location		
Site Address(es):	11330 W. Graham Place, Room B-9, Los Angeles, CA 90064 (Daniel Webster Middle Campus)		
Board District(s):	4	Region(s):	West
Grade Levels Served:	6-12	Current Enrollment:	124
Grade Levels Authorized in Current Charter:	6-12	Approved Enrollment in Current Charter:	360
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2026-2031)		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Magnolia Science Academy 4 (“MSA 4” or “Charter School”), located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Magnolia Science Academy 4
Initial Authorization:	On February 26, 2008, Magnolia Science Academy 4 was authorized by the LAUSD Board of Education to serve 575 students in grades 6-11.
Most Recent Renewal:	<p>The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 360 students in grades 6-12.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Magnolia Science Academy 4 expires June 30, 2026.</p>

	Magnolia Science Academy 4
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic and fiscal benchmarks to Magnolia Science Academy 4:</p> <p>Academic benchmarks:</p> <ol style="list-style-type: none"> 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher. <p>Fiscal benchmarks:</p> <ol style="list-style-type: none"> 3. The school shall provide the Charter Schools Division (CSD) with the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California’s (SSCal), as approved by MERF’s governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal’s scope of work for the six-month period spanning from January 2017 through June 2017. 4. MERF shall continue to apprise the CSD of SSCal’s findings and recommendations pertaining to its reviews of Magnolia schools’ May and June 2017 transactions. MERF will provide the CSD with SSCal’s review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews. 5. MERF will provide the CSD with SSCal’s management letters and MERF’s action items in response to SSCal’s findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal’s final management letter, along with MERF’s response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018. 6. Upon the CSD’s review of SSCal’s first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal’s oversight period, pursuant to

	Magnolia Science Academy 4
Board Benchmarks in Current Charter Term (cont.):	<p>the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, “MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District’s request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight.” MERF may <i>not</i> terminate or cease SSCal’s work without the CSD’s or District’s prior consent in writing.</p> <p>7. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4’s charter or by the end of fiscal year 2022-2023.</p> <p>8. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4’s charter or by the end of fiscal year 2022-2023, as to its progress in improving the school’s fiscal management and operations as mentioned in the fiscal benchmark 5 above.</p> <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	MSA 4 submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	MSA 4 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	MSA 4 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Magnolia Science Academy 4 is operated by Magnolia Educational & Research Foundation (MERF), a California nonprofit public benefit corporation that also operates three (3) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

MSA 4 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the

California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was higher than the state in English Language Arts (ELA) and on the English Language Progress Indicator (ELPI), but lower than the state in Math in 2023-2024, which was the only year with a numerically significant number of students tested. The charter school provided three years of verified data, with participation rate issues noted below. The charter school also provided postsecondary data. Further analysis in Math demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please note the school did not serve students in grades 6-8 in 2021-2022 or 2022-2023. According to school leaders, students in these grades had the opportunity to enroll at another MERF charter school, Magnolia Science Academy 6, during these years.

Please see the Magnolia Science Academy 4 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years’ data are provided.

Magnolia Science Academy 4 Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	No Performance Level	No Performance Level	High	Not Applicable	Not Applicable	No Performance Level	Medium
2022-2023	No Performance Color	No Performance Color	No Performance Color	No Performance Level	Not Applicable	No Performance Color	Orange
2023-2024	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Green

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2022 and 2023 in ELA, the charter school did not have numerically significant student groups. In 2024 in ELA, however, the charter school’s Distance from Standard (DFS) was higher than the state for All Students and both numerically significant student groups.

Magnolia Science Academy 4 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	No Performance Color	0.2	15.6	Orange	-13.2	Higher
Latino	Met	No Performance Color	3.2	19.0	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	-1.8	13.7	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2022 and 2023 in Math, the charter school did not have numerically significant student groups. In 2024 in Math, however, the charter school’s DFS was lower than the state for All Students and for both numerically significant student groups.

Magnolia Science Academy 4 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	No Performance Color	-93.6	42.5	Orange	-47.6	Lower
Latino	Met	No Performance Color	-90.8	47.6	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	No Performance Color	-97.9	38.2	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2022 on the ELPI, the charter school did not have a performance level due to the low number of English Learners, but the charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however, the English Learner Progress Rates for the English Learner and Long-term English Learner student groups were higher than the state’s rates.

Magnolia Science Academy 4 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Level	56.3%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Magnolia Science Academy 4 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	61.1%	4.9%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Magnolia Science Academy 4 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	63.6%	2.5%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	71.4%	8.9%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023 and 2024, the charter school did not have a performance level due to not having numerically significant student groups.

g. Chronic Absenteeism Indicator

MSA 4 did not serve students in grades 6-8 in the 2021-2022 or 2022-2023 school years. As such, the charter school does not have 2022 or 2023 Chronic Absenteeism Indicator data as the charter school did not have numerically significant students in the applicable grades for those years. In 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students.

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both of the school's two student groups with reported data. However, there were no numerically significant student groups in any year. MSA 4's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2023, however, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information

As noted above, Magnolia Science Academy 4 has two (2) academic benchmarks and six (6) fiscal benchmarks in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the

tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and the 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, “No Update” is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below.

Benchmark 1: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.*

Benchmark 1: ELA (Numerically Significant Subgroups)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	No Update	No Update	Not Met

Benchmark 1 was not met for three years (2018-2019, 2019-2020, and 2024-2025). No update was available for four years (2020-2021, 2021-2022, 2022-2023, and 2023-2024) as there were no numerically significant student groups for those years.

Benchmark 2: *The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the “Green” performance level or higher.*

Benchmark 2: Math (Numerically Significant Subgroups)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	No Update	No Update	Met

Benchmark 2 was met in 2024-2025 and not met in 2018-2019 or 2019-2020. No update was available for four years (2020-2021, 2021-2022, 2022-2023, and 2023-2024) as there were no numerically significant student groups for those years.

Benchmark 3: *The school shall provide the CSD with the complete, executed service contract signed between MERF and SSCal, as approved by MERF’s governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal’s scope of work for the six-month period spanning from January 2017 through June 2017.*

Benchmark 3 was met in 2017-2018 and 2018-2019. Upon the completion of the original review from January 2017 through June 2017, LAUSD requested additional review from January 2018 through April 2018. SSCal issued its final management report on July 27, 2018.

Benchmark 4: *MERF shall continue to apprise the CSD of SSCal’s findings and recommendations pertaining to its reviews of Magnolia schools’ May and June 2017 transactions. MERF will provide*

the CSD with SSCal’s review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.

Benchmark 4 was met in 2017-2018 and 2018-2019.

Benchmark 5: *MERF will provide the CSD with SSCal’s management letters and MERF’s action items in response to SSCal’s findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal’s final management letter, along with MERF’s response and action items, shall be provided to the CSD no later than December 1, 2018.*

Benchmark 5 was met in 2017-2018 and 2018-2019.

Benchmark 6: *Upon the CSD’s review of SSCal’s first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal’s oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, “MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District’s request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight.” MERF may not terminate or cease SSCal’s work without the CSD’s or District’s prior consent in writing.*

Benchmark 6 was met in 2018-2019. As noted above, LAUSD requested additional review from January 2018 through April 2018.

Benchmark 7: *MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4’s charter or by the end of fiscal year 2022-2023.*

Benchmark 7 was met in 2024-2025. MERF implemented fiscal practices based on SSCal’s recommendations throughout the operative charter and consolidated its financial system to minimize the number of systems that it used based on SSCal’s recommendations during 2024-2025.

Benchmark 8: *MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4’s charter or by the end of fiscal year 2022-2023, as to its progress in improving the school’s fiscal management and operations as mentioned in the fiscal benchmark 7 above.*

Benchmark 8: Annual Update on Improving Fiscal Management and Operations						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1)

Unsatisfactory. Please see below for MSA 4’s outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>No Rating</i>
2024-2025	<i>Proficient</i>
Concerns	The Charter School received <i>No Rating</i> in 2023-2024 as the school had no Performance Level Color for any Academic Performance or Engagement areas on the CA School Dashboard.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however

it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 133 students and the NWEA Reading report indicates that the school had 88 growth events and the NWEA Math report had 88 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

**ELA
Reading**

Charter School provided data for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 6 – 11 and for the following student groups²: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below, showing all applicable grades (7, 9, 10, and 11) and student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events met one year’s progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year’s Progress
Grade 6	*	-0.2 to 0.2	*	*
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 7	14	-0.2 to 0.2	1.33	Met
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	11	-0.2 to 0.2	1.35	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 8	*	-0.2 to 0.2	*	*
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 9	18	-0.2 to 0.2	0.83	Met
Latino	17	-0.2 to 0.2	0.83	Met
Socioeconomically Disadvantaged	16	-0.2 to 0.2	0.70	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 10	17	-0.2 to 0.2	1.03	Met
Latino	17	-0.2 to 0.2	1.03	Met
Socioeconomically Disadvantaged	17	-0.2 to 0.2	1.03	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 11	25	-0.2 to 0.2	1.06	Met
Latino	23	-0.2 to 0.2	0.99	Met
Socioeconomically Disadvantaged	21	-0.2 to 0.2	1.14	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk () indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of applicable grade levels with 11 or more growth events, and met the one year's progress for both of the school's two student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grades 6 through 11 and for the following student groups³: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing showing all applicable grades (7, 9, 10, and 11) and student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events met one year's progress.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 6	*	-0.2 to 0.2	*	*
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 7	13	-0.2 to 0.2	-0.24	Not Met
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 8	*	-0.2 to 0.2	*	*
Latino	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 9	18	-0.2 to 0.2	1.75	Met
Latino	17	-0.2 to 0.2	1.77	Met
Socioeconomically Disadvantaged	16	-0.2 to 0.2	1.54	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 10	17	-0.2 to 0.2	-0.16	Met
Latino	16	-0.2 to 0.2	0.18	Met
Socioeconomically Disadvantaged	16	-0.2 to 0.2	0.18	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 11	25	-0.2 to 0.2	0.82	Met
Latino	23	-0.2 to 0.2	0.45	Met
Socioeconomically Disadvantaged	21	-0.2 to 0.2	0.51	Met
English Learner	*	-0.2 to 0.2	*	*
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for a majority of applicable grade levels with 11 or more growth events, and met the one year’s progress for both of the school’s two student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events.

Based on the review and consideration of verified data, Magnolia Science Academy 4 included three years of data, including grade levels 6 through 11 and student group reports (Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities) in Reading and Math. Magnolia Science Academy 4 appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

POSTSECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, “college enrollment, persistence, and completion rates equal to similar peers.” To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided two (2) National Student Clearinghouse (NSC) Student Tracker for High Schools Aggregate Reports for October 15, 2024 and December 2, 2024.⁴ National Student Clearinghouse Student Tracker is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment, persistence, and completion.⁵

Enrollment

For Charter School’s class of 2022, 77.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty⁶) national rate of 49.9%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2023, 71.0% of students enrolled in college the fall immediately after high school, which is higher than the 2023 (high poverty) national rate of 50.5%, per the 2024 NSC High School Benchmarks report.

Persistence

For Charter School’s class of 2020, 64.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2020 (high poverty) national rate of 72.0%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2021, 92.0% of students enrolled in college the first year after high school returned for a second year, which is higher than the 2021 (high poverty) national rate of 76.0%, per the 2024 NSC High School Benchmarks report.

⁴ Charter School’s submitted 2024 NSC StudentTracker report also included enrollment and persistence data for Charter School’s class of 2022 and 2020, respectively, which was used to populate data in the “2023 Student Tracker report” column. However, the submitted 2024 NSC StudentTracker report did not include completion data for Charter School’s class of 2016.

⁵ A charter school’s Student Tracker Report includes multiple years of data which are used to compare the charter school’s postsecondary outcomes with applicable national rates published in the National Student Clearinghouse’s annual High School Benchmarks report. For example, Charter School’s 2024 Student Tracker Report was compared with NSC’s 2024 High School Benchmarks report which, “examines first-fall (immediate) college enrollment for the high school graduating class of 2023, persistence for the class of 2021, and completion for the class of 2017.”

⁶ High poverty schools are defined by National Student Clearinghouse as a subset of low-income schools, where at least 75 percent of the student population are eligible for free or reduced price lunch.

Completion

For Charter School’s class of 2016, 20.0% of graduates⁷ completed a two or four-year degree within six years, which is lower than the 2016 (high poverty) rate of 24.9%, per the 2023 NSC High School Benchmarks. For Charter School’s class of 2017, 41.0% of graduates⁸ completed a two- or four-year degree within six years, which is higher than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

Therefore, as described above and seen in the table below, in the 2023 NSC High School Benchmarks report, Charter School demonstrated strong postsecondary outcomes relative to similar peers for the college enrollment measure, but not persistence or completion. Charter School demonstrated strong postsecondary outcomes relative to similar peers for all of the measures (college enrollment, persistence, and completion) included in the 2024 NSC High School Benchmarks report.

**Post Secondary Data Table
National Student Clearinghouse (NSC)**

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Magnolia Science Academy 4	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Magnolia Science Academy 4
Enrollment	49.9% (class of 2022)	77.0%	50.5% (class of 2023)	71.0%
Persistence	72.0% (class of 2020)	64.0%	76.0% (class of 2021)	92.0%
Completion	24.9% (class of 2016)	20.0%	25.1% (class of 2017)	41.0%

*Per NSC, “high poverty” schools are defined as schools where 75% or more of the student population is eligible for free or reduced-price lunch (FRL), and “low income” schools have 50% or more students eligible for FRL.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School appears not to have met the 95 percent participation rate for its submitted verified data, staff determined that the school’s performance in Math requires further review.

Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).⁹ The RSM analysis was only available for MSA 4’s 2024 California School Dashboard performance as the charter school did not have a numerically significant number of students tested in 2022 or 2023. As indicated in the table below, when comparing the school to the RSM, MSA 4’s data indicates that its student performance on the California School Dashboard in 2024 was higher than the RSM for All Students and for all numerically significant student groups in Math.

⁷ Per the National Student Clearinghouse’s 2024 High School Benchmarks report, “Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not.”

⁸ Per the National Student Clearinghouse’s 2024 High School Benchmarks report, “Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not.”

⁹ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Resident Schools Analysis

Magnolia Science Academy 4 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	53	No Color	-93.6	1,154	Orange	-93.8	Higher
Latino	44	No Color	-90.8	645	Orange	-110.2	Higher
Socioeconomically Disadvantaged	51	No Color	-97.9	835	Yellow	-111.1	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Magnolia Science Academy 4's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$1,221,947	\$1,349,016	\$1,448,873	\$1,322,121	\$1,061,838
Net Income/Loss	\$313,658	\$127,069	\$99,857	(\$126,752) ¹	(\$260,283) ²
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	101	110	101	120	133

¹ According to MERF, the reported net loss of (\$126,752) for the FY 2023-2024 was primarily due to unexpected operational needs, increased Special Education and staffing expenses, and higher rent and lease costs.

² According to MERF, the net loss of (\$260,283) for the FY 2024-2025 was primarily driven by increased Special Education costs.

^A Magnolia Science Academy 4 reported 124 Norm Enrollment for Fiscal Year 2025-2026. Charter school stated that it plans to increase enrollment through various means, including improving retention, strengthening instruction, and expanding community outreach. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

- b. 2023-2024 Independent Audit Report
 Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

- c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10 ³	4 ³	\$58,376,331	\$4,624,115	\$2,952,601	(\$610,458) ⁴

³ Aside from Magnolia Science Academy 4, MERF operates three (3) other LAUSD-authorized schools: Magnolia Science Academy 6, Magnolia Science Academy 7, and Magnolia Science Academy Bell. According to its 2023–2024 Independent Audit Report, MERF operates additional six (6) Southern California schools: Magnolia Science Academy Santa Ana and Magnolia Science Academy San Diego (authorized by the State of California Department of Education); and Magnolia Science Academy, Magnolia Science Academy 2, Magnolia Science Academy 3, and Magnolia Science Academy 5 (authorized by Los Angeles County Office of Education).

⁴ MERF attributed the net loss of (\$610K), excluding related parties and charter schools, to accounting reclassifications, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023						Dashboard 2024									
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	23	-15.4	Low	-12.2	--	100%	18	-15.4	-0.1	Maintained	--	-13.6	--	100%	51	0.2	15.6	Increased Significantly	--	-13.2	Higher
English Learner	100%	2	*	*	-61.2	*	100%	7	*	*	*	*	-67.7	*	100%	17	-59.1	--	--	--	-67.6	--
Latino	100%	17	-41.5	Low	-38.6	--	100%	16	-15.8	25.7	Increased Significantly	--	-40.2	--	100%	42	3.2	19.0	Increased Significantly	--	-39.3	Higher
Socioeconomically Disadvantaged	100%	21	-19.3	Low	-41.4	--	100%	18	-15.4	3.9	Increased	--	-42.6	--	100%	49	-1.8	13.7	Increased	--	-40.9	Higher
Students with Disabilities	100%	8	*	*	-97.3	*	100%	4	*	*	*	*	-96.3	*	100%	12	-8.6	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023								Dashboard 2024							
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	23	-81.4	Low	-51.7	--	100%	18	-136.1	-54.7	Declined Significantly	--	-49.1	--	100%	53	-93.6	42.5	Increased Significantly	--	-47.6	Lower
English Learner	100%	2	*	*	-92.0	*	100%	7	*	*	*	*	-93.4	*	100%	19	-129.5	--	--	--	-93.4	--
Latino	100%	17	-121.5	Very Low	-83.4	--	100%	16	-138.4	-17.0	Declined Significantly	--	-80.8	--	100%	44	-90.8	47.6	Increased Significantly	--	-79.2	Lower
Socioeconomically Disadvantaged	100%	21	-98.0	Low	-84.0	--	100%	18	-136.1	-38.1	Declined Significantly	--	-80.8	--	100%	51	-97.9	38.2	Increased Significantly	--	-78.2	Lower
Students with Disabilities	100%	8	*	*	-130.8	*	100%	4	*	*	*	*	-127.3	*	100%	12	-90.8	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “--” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	16	56.3%	High	50.3%	Higher	18	61.1%	4.9	Increased	--	48.7%	Higher	22	63.6%	2.5	Increased	--	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	14	71.4%	8.9	Increased	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	56.3%	0.0%	31.3%	12.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	55.6%	5.6%	33.3%	5.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	63.6%	0.0%	27.3%	9.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	71.4%	0.0%	21.4%	7.1%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	17	17	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	24	24	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	7	7	100%	Y	193,182	202,530	95.4%	Y
2024	EL	30	30	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	12	12	100%	Y	182,603	190,459	95.9%	Y

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
Student Group	Dashboard 2023					Dashboard 2024						
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	25	72.0%	Very High	43.9%	--	16	68.8%	-3.3	Declined	--	45.3%	--
Latino	19	68.4%	High	35.5%	--	15	66.7%	-1.8	Maintained	--	37.4%	--
Socioeconomically Disadvantaged	24	70.8%	Very High	35.4%	--	16	68.8%	-2.1	Declined	--	37.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	--	--	--	30.0%	--	--	--	--	--	--	24.3%	--	31	29.0%	--	--	--	18.6%	Higher
Latino	--	--	--	35.8%	--	--	--	--	--	--	28.4%	--	22	27.3%	--	--	--	21.7%	--
Socioeconomically Disadvantaged	--	--	--	37.4%	--	--	--	--	--	--	29.9%	--	27	29.6%	--	--	--	23.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	121	2.5%	Medium	3.1%	Lower	122	4.9%	2.4	Increased	Orange	3.5%	Higher	143	0.7%	-4.2	Declined	Green	3.2%	Lower
African American/Black	11	0.0%	Very Low	7.9%	--	11	9.1%	9.1	Increased	--	8.8%	--	11	0.0%	-9.1	Declined	--	8.4%	--
English Learner	20	10.0%	High	3.2%	--	28	7.1%	-2.9	Declined	--	3.7%	--	35	0.0%	-7.1	Declined	--	3.4%	Lower
Latino	104	2.9%	Medium	3.3%	Lower	105	4.8%	1.9	Increased	Orange	3.8%	Higher	121	0.8%	-3.9	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	18	0.0%	-10.0	Declined	--	8.1%	--
Socioeconomically Disadvantaged	103	2.9%	Medium	4.0%	Lower	115	5.2%	2.3	Increased	Orange	4.5%	Higher	131	0.8%	-4.5	Declined	Green	4.0%	Lower
Students with Disabilities	37	0.0%	Very Low	5.4%	Lower	33	6.1%	6.1	Increased	Orange	5.9%	Higher	29	0.0%	-6.1	Declined	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024							
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	
All Students	27	96.3%	Very High	87.4%	--	25	96.0%	-0.3	Maintained	--	86.4%	--	16	93.8%	-2.3	Declined	--	86.7%	--	
Latino	24	95.8%	Very High	85.3%	--	19	94.7%	-1.1	Declined	--	84.2%	--	15	93.3%	-1.4	Declined	--	85.3%	--	
Socioeconomically Disadvantaged	27	96.3%	Very High	85.1%	--	24	95.8%	-0.5	Maintained	--	83.7%	--	16	93.8%	-2.1	Declined	--	84.4%	--	

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	124	529,902	5,837,690	132	516,685	5,806,221
F/R Meal	96.0%	80.6%	61.6%	89.4%	81.9%	62.7%
GATE	4.0%	11.6%	N/A	3.8%	13.0%	N/A
English Learner	24.2%	20.1%	18.4%	16.7%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.6%	2.1%	3.6%	3.0%	2.7%	4.0%
Socioeconomically Disadvantaged	96.8%	81.3%	62.7%	90.9%	82.4%	63.6%
Students w/ Disabilities	21.0%	14.8%	13.7%	27.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	6.5%	7.3%	4.9%	6.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	2.4%	3.4%	9.9%	3.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	86.3%	73.8%	56.1%	85.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	4.0%	9.8%	20.3%	5.3%	9.7%	20.0%
Two or More Races	0.8%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	8	11.3%	17,921	7.3%	226,508	11.1%	13	14.8%	15,302	6.5%	211,186	10.6%	6	6.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	1.4%	17,295	7.1%	144,189	7.1%	1	1.1%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	2	2.8%	60,457	24.7%	505,486	24.8%	11	12.5%	60,574	25.7%	519,651	26.0%	11	12.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	8	11.3%	18,850	7.7%	236,319	11.6%	5	5.7%	14,725	6.2%	207,768	10.4%	5	5.7%	13,775	6.2%	178,306	9.3%
EL Total	19	26.8%	114,523	46.8%	1,112,502	54.5%	30	34.1%	106,318	45.0%	1,074,793	53.8%	22	25.3%	95,959	43.3%	1,009,030	52.6%
RFEP	52	73.2%	130,377	53.2%	927,694	45.5%	58	65.9%	129,789	55.0%	924,422	46.2%	65	74.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	71	100.0%	244,900	100.0%	2,040,196	100.0%	88	100.0%	236,107	100.0%	1,999,215	100.0%	87	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	124			529,902			132			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	26	100%	21%	78,319	100%	14.8%	36	100%	27.3%	80,505	100%	15.6%
High Incidence	25	96.2%	20.2%	52,153	66.6%	9.8%	30	83.3%	22.7%	52,412	65.1%	10.1%
Low Incidence	1	3.8%	0.8%	26,162	33.4%	4.9%	6	16.7%	4.5%	28,084	34.9%	5.4%
Autism	1	3.8%	0.8%	18,713	23.9%	3.5%	5	13.9%	3.8%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	1	2.8%	0.8%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	5	19.2%	4%	10,930	14%	2.1%	6	16.7%	4.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	18	69.2%	14.5%	29,615	37.8%	5.6%	20	55.6%	15.2%	29,368	36.5%	5.7%
Speech or Language Impairment	2	7.7%	1.6%	11,608	14.8%	2.2%	4	11.1%	3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

Magnolia Science Academy 4

Resident Schools Data Set

Academic Performance Medians- Math

No applicable indicator data for this school. Indicator had less than 30 students for 2021-2022.

No applicable indicator data for this school. Indicator had less than 30 students for 2022-2023.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Magnolia Science Academy 4	All Students	53	No Color	-93.6	42.5	Increased Significantly	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Alexander Hamilton Senior High	All Students	467	Orange	-93.8	-3.6	Declined	Higher
Susan Miller Dorsey Senior High	All Students	182	Orange	-162.9	37.0	Increased Significantly	Higher
Venice Senior High	All Students	505	Yellow	-61.2	8.5	Increased	Lower
Resident Schools Median	All Students	1,154	Orange	-93.8	8.5	Increased	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Magnolia Science Academy 4 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	53	No Color	-93.6	1,154	Orange	-93.8	Higher
Latino	44	No Color	-90.8	645	Orange	-110.2	Higher
Socioeconomically Disadvantaged	51	No Color	-97.9	835	Yellow	-111.1	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
MAGNOLIA SCIENCE ACADEMY 4
BOARD OF EDUCATION REPORT 135 – 25/26

November 17, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 360 students in grades 6-12 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Magnolia Science Academy 4 for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:


YOLANDA JORDAN
Specialist
Charter Schools Division

APPROVED BY:


KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services