



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday November 12, 2020 at 5:30 PM PST

Location

<https://zoom.us/j/98091262330?pwd=ck9DQmNMVWlkcmFPc3VTYitXNHRIZz09>

Meeting ID: 980 9126 2330

Passcode: 929875

One tap mobile: +16699009128,,98091262330# US

All members of the public can participate by calling in using the numbers provided above.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			

A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	5 m
F. Approval of Minutes from Regular MPS Board Meeting- October 8th, 2020	Approve Minutes		1 m
II. Consent Agenda			5:44 PM
A. Approval of Amended MPS Home Visit Policy	Vote	D.Yilmaz	5 m
B. Approval of 2020-2021 Compliance Monitoring & Certification of Board Compliance Review for MSA-4,6,7 & Bell	Vote	D.Yilmaz	5 m
III. Action Items			5:54 PM
A. Approval of Vendor Expenses over 25,000 and Approval of New Vendors and Ongoing Contracts over 25,000	Vote	S.Orazov	5 m
B. MPS Special Education Policy Bulletin for Alternative Dispute Resolution Process	Vote	Dr.Callahan	10 m
C. Injury And Illness Prevention Program ("IIPP") COVID-19 Addendum MPS Health and Safety Policy for COVID-19	Vote	D.Hajmeirza	5 m
IV. Closed Session			6:14 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Conference with Legal Counsel-Potential Litigation-Two Matters	Discuss	A.Rubalcava	30 m
C. Report Out From Closed Session	FYI		1 m
V. Closing Items			6:46 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Announcements from MPS CEO & Superintendent

Section: I. Opening Items
Item: E. Announcements from MPS CEO & Superintendent
Purpose: FYI
Submitted by:
Related Material: COVID-19 Updates.pdf

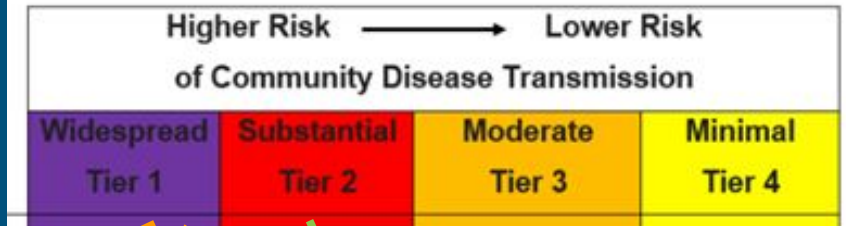


COVID-19 Updates

As of Thursday, November 12th



Find the Status of activities in your county by visiting your counties website or the state website [here](#)



SD County is here as of 11/10

LA County Here as of 11/10

Los Angeles County Close ⊗

Widespread*
Many non-essential indoor business operations are closed

11.5 New COVID-19 cases per day per 100K
7.6 Adjusted case rate for tier assignment

3.8% Positivity rate
6.5% Health equity quartile positivity rate

3 weeks prior	2 weeks prior	1 week prior	Current
10/20	10/27	11/4	11/10
■ Widespread	■ Widespread	■ Widespread	■ Widespread

San Diego County Close ⊗

Widespread*
Many non-essential indoor business operations are closed

10.0 New COVID-19 cases per day per 100K
8.9 Adjusted case rate for tier assignment

2.6% Positivity rate
6.5% Health equity quartile positivity rate

3 weeks prior	2 weeks prior	1 week prior	Current
10/20	10/27	11/4	11/10
■ Substantial	■ Substantial	■ Substantial	■ Widespread

OC County Here as of 11/10

Orange County Close ⊗

Substantial*
Some non-essential indoor business operations are open with modifications

5.6 New COVID-19 cases per day per 100K
5.6 Adjusted case rate for tier assignment

3.3% Positivity rate
5.5% Health equity quartile positivity rate

3 weeks prior	2 weeks prior	1 week prior	Current
10/20	10/27	11/4	11/10
■ Substantial	■ Substantial	■ Substantial	■ Substantial

CA Metrics Reminder

Health Equity Quartile:

- For counties entering the red tier, their Health Equity Quartile HPI census tracts' test positivity must also be $\leq 8\%$
- For counties entering the orange tier, their Health Equity Quartile HPI census tracts' test positivity must be within 5% of the orange tier threshold, or $\leq 5.2\%$
- For counties entering the yellow tier, their Health Equity Quartile HPI census tracts must be within 10% of the yellow tier threshold, or $\leq 2.1\%$

A county must be in the lower tier for 14 days to be able to move down to a lower tier.

	Higher Risk \longrightarrow Lower Risk of Community Disease Transmission***			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
Measure				
Adjusted Case Rate for Tier Assignment** (Rate per 100,000 population* excluding prison cases^, 7 day average with 7 day lag)	>7	4-7	1-3.9	<1
Testing Positivity^ (Excluding prison cases^, 7 day average with 7 day lag)	>8%	5-8%	2-4.9%	<2%

LA County Updates

[LA County DPH K-12 Reopening Protocols \(Latest Update- 10/27\)](#)

- Percentage of students allowed on campus for small group instruction has increased to 25% (was previously 10%)
- College admission tests may be conducted on campus
- Waiver program opened for TK-2nd grades only.

[LA County List of Schools that are reopening for small cohorts of students](#)

[Link to LA County Tk-12 ToolKit](#)

OC County Updates

Schools to able to open K-12 in Hybrid as of Sept 22.

<https://occcovid19.ochealthinfo.com>

SD County Updates

[San Diego County Social Distancing and Sanitation Protocol](#)

[SD County Call in Tuesday at 10am](#)

[SD County Charter schools Call in Fridays at 1pm](#)

County has been pushed back to the purple tier

Site updates

MPS is open to students in a small cohort capacity at:

- MSA- 1
- MSA-2
- MSA-6
- MSA-7
- MSA-SD
- MSA-SA
- Santa Ana **DID NOT** open for hybrid Nov 2nd due to spike in cases in Santa Ana
- Collocated sites are waiting for more guidance from LAUSD to be able to open for small groups

Cover Sheet

Approval of Minutes from Regular MPS Board Meeting- October 8th, 2020

Section: I. Opening Items
Item: F. Approval of Minutes from Regular MPS Board Meeting- October 8th, 2020
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on October 8, 2020.pdf

DRAFT



Magnolia Public Schools

Minutes

Regular Board Meeting

Zoom Call Meeting

Date and Time

Thursday October 8, 2020 at 6:00 PM

Location

<https://zoom.us/j/91832948085?pwd=L2dwRjRzN09TTndIT3ptU1ZkaGhFdz09>

Meeting ID: 918 3294 8085 Passcode: 351737

One tap mobile: +16699009128,,91832948085#

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez (remote), H. Beliak (remote), M. Muhammedov (remote), S. Covarrubias (remote), S. Dikbas (remote), U. Yapanel (remote)

Directors Absent

None

Directors Arrived Late

U. Yapanel

I. Opening Items

A. Call the Meeting to Order

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Oct 8, 2020 @ 6:09 PM.

B. Record Attendance and Guests

Refer to attendance information recorded above.

C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented with the removal of Action Item 2A: Elections of Board Members to Magnolia Properties Management Inc.

S. Covarrubias seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
D. Gonzalez	Aye
S. Covarrubias	Aye
S. Dikbas	Aye
H. Beliak	Aye
M. Muhammedov	Aye

D. Public Comments

No public comments were made during this time.

E. Announcements from MPS CEO & Superintendent

A. Rubalcava, MPS CEO & Superintendent, updated the Board on the re-opening status of all MPS schools along with J. Hook, Assistant Executive Office Manager, who informed the Board of COVID-19 updates from the Los Angeles, Orange and San Diego counties. J. Hook and team are visiting school sites to ensure that schools meet all health and safety practices from both county and state orders. As of now, MPS Los Angeles schools and San Diego will be in distance learning up until December 18th, and will reevaluate on December 1st to decide on continuation of distance learning or hybrid learning. Staff will be meeting with LAUSD to learn about testing and contact tracing program, so Magnolia can partake in or provide something equivalent. S. Covarrubias, MPS Board Member, raised concerns regarding ventilations that will be in our schools given that the virus is airborne. P. Ontiveros, MPS General Counsel and Director of Facilities, stated that classrooms will be at 10% maximum occupancy, all equipment will be serviced bi-monthly and MPS staff and students will be supplied with PPE for their protection.

F. Approval of Minutes from Regular MPS Board Meeting- September 24, 2020

H. Beliak made a motion to approve the minutes from Regular Board Meeting on 09-24-20.

D. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
S. Covarrubias	Aye
H. Beliak	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

G. Approval of Minutes from Regular MPS Board Meeting- September 10, 2020

H. Beliak made a motion to approve the minutes from Regular Board Meeting on 09-10-20.

D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
D. Gonzalez	Aye
S. Covarrubias	Aye
U. Yapanel	Absent
H. Beliak	Aye
M. Muhammedov	Aye

II. Action Items

A. Election of Board Members to Magnolia Properties Management Inc.

This item was removed from agenda.

B. Approval of HR Administrator Position to MPS Home Office

U. Yapanel arrived late.

A. Rubalcava, MPS CEO & Superintendent, presented on the promotion B. Torres, former Executive Assistant to now Human Resources Administrator. He informed the Board that this action was based on the authority granted to him by the Board on July 23rd, which allows him to take action on items that support the safe re-opening of MPS schools with the best interest of the community and staff. D. Hajmeirza, Director of Human Resources, has taken an abundance of work regarding the re-opening process from Covid-19. In order to be effective now that MPS is embarking on a path to testing and tracing, extra support is needed which led to this shift. A. Rubalcava did add that MPS will be using the reserve funds to bring B. Torres in. J. Lara will step in as the new Executive Assistant moving forward. No public comments were made on this topic. M. Muhammedov, Board Member, and H. Beliak, Board Chair, expressed their support for this transition.

H. Beliak made a motion to ratify the actions of the Magnolia CEO to approve a Human Resources Administrator Position to the Magnolia Public Schools Home Office.

D. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Dikbas	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
H. Beliak	Aye
S. Covarrubias	Aye

III. Information/Discussion Items

A. MPS Schools Annual Authorizer Oversight Reports

D. Yilmaz, MPS Chief Accountability Officer, shared the Oversight Report from the Los Angeles Department of Education for MSA-1, 2, 3, & 5. LACOE provided a governance review, a fiscal annual report and an instructional program report. A. Rubalcava, CEO & Superintendent reviewed the governance report where MPS received the highest scoring grade. S. Orazov, MPS Chief Financial Officer, presented the fiscal annual report. He went through MPS LACOE schools budget performance throughout the year indicating that they are on a good track. S. Orazov ensured that he and his team will continue working with all school Principals to closely monitor expenses. E. Acar, MPS Chief Academic Officer, went over the instructional program report. He indicated that there were positive remarks made from the school site visits where a LACOE staff observed classrooms and interacted with MPS staff and students. They were graded on 5 areas where overall they performed well

with a few site recommendations. All questions were addressed, this item did not require any actions.

B. MPS Suspension/Expulsion Procedure

B. Lopez, Director of Student Services, presented the Suspension and Expulsion Policy and Procedures as well as current suspension and expulsion statistics from MPS schools. She emphasized that these practices will be carried onto the distance learning environment. She also explained how they took a research based approach—teaching all staff how to identify behavior and how to approach it. The procedure regarding suspensions and expulsions with due process are in the Student Parent Handbook that is shared through ParentSquare for parents and stakeholders to view. It details how a parent/guardian is informed when a suspension or expulsion were to occur and how they are able to make an appeal. Suspension appeals are to be made in writing to the Reflection Committee. Expulsions appeals are to be made in writing to the CEO outlining the reason for the appeal matching any supporting documentation within 10 days of being informed of the expulsion. The CEO would then call a meeting with the Board of Directors and the Board should convene a hearing of the appeal within 30 calendar days of receiving a written timely request of the appeal. If a suspension were to occur there will be instructional support for the student to continue having access to learning. If an expulsion were to occur, a rehabilitation plan will take place and the District of residence would be informed. B.Lopez also went over procedures for Consideration of Suspension or Expulsion or Involuntary Removal of Students with Disabilities.

This was an information item, no actions required.

C. Enrollment Update

A. Rubalcava, MPS CEO & Superintendent, presented Census Day enrollment. As of now MPS schools serve 3,873 students. Schools that went above enrollment expectations were MSA-1, 2, 5 and 7. MSA-4 and MSA-6 statistically remained the same as last year with a small decrease of around 3-4 students due in part that parents move away from the area. MSA-8 and MSA-3 saw a significant dip in enrollment also due to parents moving away as well as mobility issues; noting that in MSA-3, students were coming from different zip codes. A. Rubalcava and team are looking at best strategy approaches noting that parents are critical partners as they are ambassadors to the community. There will be a focus on strengthening existing structures. He added that financially, schools funding will not be impacted based on their enrollment and will be based on the P2 count to 2019 (protected for this year). In addition, SB 820 could give MPS extra funding for the extra students that were not accounted in the June 29th budget. A. Rubalcava acknowledged and thanked the MPS board member who made a contribution to an MSA school that was matched by their company. All questions were addressed, this was an information item and no actions were necessary.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:29 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of Amended MPS Home Visit Policy

Section: II. Consent Agenda
Item: A. Approval of Amended MPS Home Visit Policy
Purpose: Vote
Submitted by:
Related Material: II A Consent Item Home Visit Policy 11.12.20.pdf



Board Agenda Item #	II A: Consent Item
Date:	November 12, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Revised MPS Home Visit Policy

Proposed Board Recommendation

I move that the Board approve the revised Home Visit Policy.

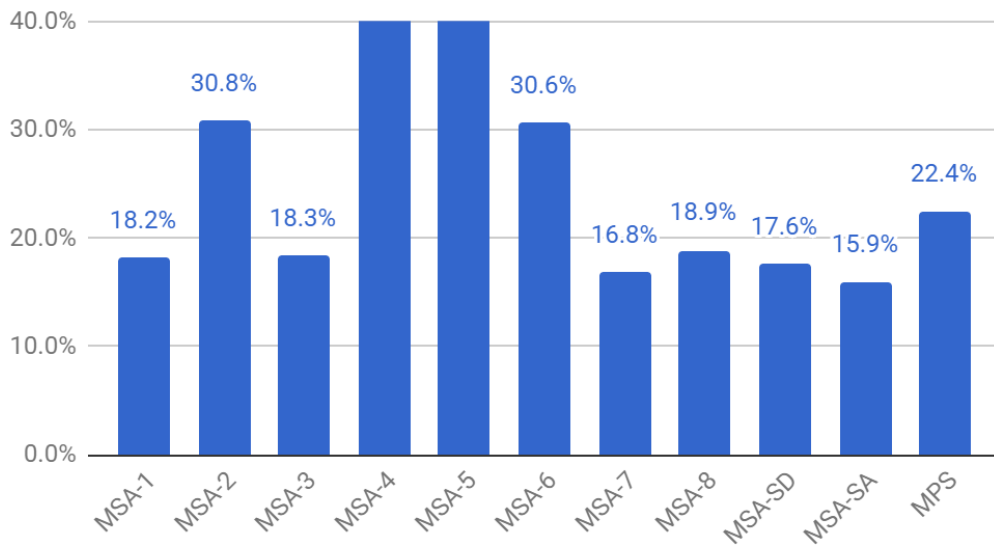
Background

Home Visit is a signature MPS program that is consistently implemented by our teachers, school leaders, and staff across MPS. Each school sets a desired target in their LCAP for home visits, such as 25% of students will be visited at their home and checks progress during the year. For the 2019-20 school year, MPS was on target for home visits.

Please see the table and figure below for the number of home visits made and percentage of students home visited by school in 2019-20.

HOME VISIT RATE								
	Internal data (from LCAP update)	From School Goals	From 8/20/19 to 6/1/20					
	2018-19 Baseline	2019-20 Target	2019-20 Census Day Enrollment	2019-20 # of Home Visits Made	2019-20 # of Students Home Visited	2019-20 Progress (Updt. on 6/1/20)	Distance from Target	On Target?
MSA-1	29.8%	25.0%	650	110	118	18.2%	-6.8%	P
MSA-2	26.6%	25.0%	435	127	134	30.8%	5.8%	Y
MSA-3	31.3%	25.0%	497	91	91	18.3%	-6.7%	P
MSA-4	14.8%	15.0%	131	48	64	48.9%	33.9%	Y
MSA-5	54.3%	35.0%	281	69	120	42.7%	7.7%	Y
MSA-6	30.1%	25.0%	134	40	41	30.6%	5.6%	Y
MSA-7	23.0%	30.0%	292	49	49	16.8%	-13.2%	P
MSA-8	25.0%	25.0%	482	81	91	18.9%	-6.1%	P
MSA-SD	16.3%	15.0%	443	77	78	17.6%	2.6%	Y
MSA-SA	8.3%	25.0%	546	69	87	15.9%	-9.1%	P
MPS	24.4%	25.0%	3,891	761	873	22.4%	-2.6%	P

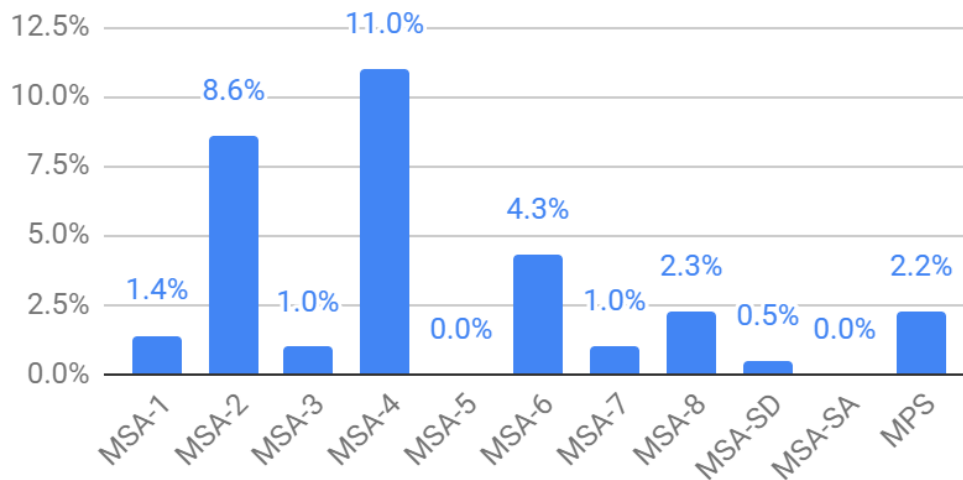
% of Students Home Visited as of 6/1/20



Even though the 2020-21 school year has started with distance learning and there are challenges for in-person home visits, MPS continues to encourage and monitor home visits done in-person and virtually. The following table and figure show the number of home visits made (in-person and virtual combined) and percentage of students home visited by school in 2020-21.

	2019-20:	2020-21:	10/7/20:	10/16/20:				
	Baseline	Target	Census Day Total Enrollment	# of Home Visits Made	# of Students Home Visited	Percentage	Exceeded Target by	On Target?
MSA-1	18.2%	25.0%	717	10	10	1.4%	-23.6%	N
MSA-2	30.8%	25.0%	465	40	40	8.6%	-16.4%	Y
MSA-3	18.3%	18.0%	417	4	4	1.0%	-17.0%	N
MSA-4	48.9%	25.0%	100	11	11	11.0%	-14.0%	Y
MSA-5	42.7%	30.0%	291	0	0	0.0%	-30.0%	N
MSA-6	30.6%	25.0%	163	7	7	4.3%	-20.7%	P
MSA-7	16.8%	25.0%	294	1	3	1.0%	-24.0%	N
MSA-8	18.9%	25.0%	440	9	10	2.3%	-22.7%	P
MSA-SD	17.6%	15.0%	442	2	2	0.5%	-14.5%	N
MSA-SA	15.9%	25.0%	544	0	0	0.0%	-25.0%	N
MPS	22.4%	25.0%	3,873	84	87	2.2%	-22.8%	N

Percentage of Students Home Visited (Updt. on 10/16/20)



Amendments to the Home Visit Policy:

Past Amendments:

MPS adopted its Home Visit Policy on 10/9/14 and amended it on 1/21/16 to include compensation for home visits. Another amendment was made on 6/11/20 regarding compensation of the three different groups of employees: teachers and non-classroom based academic positions, school leaders, and classified staff. The reason for the change was the need to be consistent with the classified staff's hourly rates, to ensure required pre-approval for any overtime, and to afford more home visits within the school's home visit budget.

Proposed Amendments:

The main change to the policy is the addition of virtual home visits. Virtual home visits help teachers establish trusting relationships with students and families, even when they cannot meet face-to-face. After discussions with the school leadership and the Home Office teams, we propose the following amendments to the policy:

- **Procedures:** The current policy has a Home Visit Procedures and Etiquette section for in-person home visits; we are adding a **Virtual Home Visit Procedures and Etiquette** section.
- **Compensation:** The current policy allows for a compensation of \$50 per in-person home visit done by the teachers and non-classroom based academic positions. The principals proposed \$25 per virtual home visit. The Home Office proposes to apply this new \$25 pay per virtual home visit policy until the end of the 2020-21 FY and revisit it for the 2021-22 FY.
- **Hours:** We are clarifying in the policy that home visits by the teachers and non-classroom-based academic positions are to be done after work hours unless pre-approved by the principal.

- Number of staff: This has been in practice and will now be explicitly mentioned in the policy that typical home visit compensation capacity is two staff members per visit, not to exceed three persons unless pre-approved by the principal.
- Pre-approval: We are clarifying that all home visit types and locations (in-person in the student's home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.

Please find attached the redlined and clean versions of the updated policy.

Budget Implications

N/A because the schools already determined their home visit allocations in their approved budgets.

How Does This Action Relate/Affect/Benefit All MSAs?

This action is recommended by the school leaders and the Home Office teams. We expect that the number of virtual home visits will increase with the added compensation.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Student Policies - MPS Home Visit Policy (*clean and redlined versions*)

MAGNOLIA PUBLIC SCHOOLS (MPS) HOME VISIT POLICY

I. **Introduction**

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Additionally, among one of the most critical factors to supporting resilience in children is close relationships with competent caregivers or other caring adults. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kidschildren. Recognizing these facts, MPS uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

II. **Why Home Visits?**

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles and their environment outside of the traditional school setting. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

Family Involvement:

Research clearly shows that school programs, that emphasize family involvement and relate well to their community, have students who outperform those in schools lacking these qualities. Not only do students flourish, but also the schools are strengthened when families seize an active interest in their children's education. The results include (a) improved academic achievement, (b) better attendance, improved behavior, (c) higher quality of education, and (d) safe and disciplined learning environment.

Research by the Southwest Educational Developmental Laboratory found a positive and convincing relationship between family and community involvement and benefits to students, including academic achievement. Studies concluded that students with involved parents, no matter what income level or background, are more likely to have success in school.¹

For most students, home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits

¹ Source: <http://www.sedl.org/connections/resources/evidence.pdf>

are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

Personal Connections:

Key to a child's school success are the relationships established between the teacher and student, and the teacher and the student's family. Family visits offer a good way to develop these relationships on safe, "home" territory. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school (Epstein 1998; Heath, 1983; Moll, Amanti, Neff, & González, 1992). Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful ways can have huge rewards in helping to construct happier, healthier, and smarter kids.²

Proactive or Remedial?

MPS aims to be proactive in terms of prevention and teaching appropriate behavior by means of character education and college counseling classes and the active participation of teachers by setting up role models for the students and by effective communication through home visits.

As the famous saying goes, a good start leads to a great finish. The most important time of the academic year for the students is the beginning which mostly determines the end of year results. A home visit in the beginning of the year will help students succeed.

Home visits also ease teachers' job substantially. ~~Spending little~~Investing time visiting homes of prospective or new students results in saving a lot of time throughout the year which would otherwise be spent on fixing problems and a healthy, stress-free academic year. Teachers can focus on raising the quality of their education instead of trying to minimize problems and maintain a healthy personal life.

III. Home Visit Specifics

Which students?

MPS aims to visit not only low-achieving students but all our students because every student benefits from home visits. Often, home visits reveal new ways or opportunities that school can offer to a high-achieving student in order for him/her to thrive more. Visit preferences in the case of limited resources (staff, time, etc.) will be given in the following order (some students may fall into multiple categories):

- New students
- Low-achieving students
- Seniors (for college guidance)
- ~~Student subgroups~~Groups: Foster Youth (FY), ~~S~~students With Disabilities (SWD), English Learners (EL), Low Income/Ssocioeconomically Disadvantaged (SED), Children/Youth Experiencing Homelessness

² Source: <http://crede.berkeley.edu/research/pdd/pb1.shtml>

- All other students

Some parents may reject home visits due to their home condition or other reasons. For such parents/guardians, MPS will arrange other ways of communication, including but not limited to, inviting the parent/guardian to school or meeting at a public place.

How often?

Students may be visited once a year or more, depending on circumstances. Each MPS school site will set annual percentage targets for home visits, depending on their resources.

Scheduling

Scheduling can be done in person, through phone, email, mail, or other means. Usually parent orientation meetings, back to school nights, parent-teacher conferences, and other parent involvement activities provide opportunities to schedule home visits in person.

Who Can Do a Home Visit?

Teacher, administrator, counselor, education specialist, nurse, attendance liaison, parent liaison, outreach consultant, and any MPS staff person informed of the home visit policy and procedures.

Principal's Approval

All home visit types and locations (in-person in the student's home, in-person somewhere in the community, or virtual) must be pre-approved by the principal.

Compensation

Visits will be compensated until the school budget for home visits has been exhausted. Typical home visit compensation capacity is two staff members per visit, not to exceed three persons unless pre-approved by the principal.

Each staff member will be compensated as follows:

- Teachers and non-classroom-based academic positions:
 - \$50 per home visit made in person.
 - \$25 for virtual home visits (until the end of the 2020-21 FY; to be revisited for the 2021-22 FY.)
 - -Home visits are to be done after work hours unless pre-approved by the principal.
- School leaders (principals, APs, and deans):
 - No compensation.
- Classified staff:
 - Paid based on their hourly rates; all visits must be pre-approved by the principal.

- Classified staff should do home visits during their work hours; visits done after hours and any overtime payment must be pre-approved by the principal before the visit is ~~done~~done.

Employees will be reimbursed for mileage driven to and from the home from their school location. All visits, including follow-up visits, will be compensated. A Home Visit Form needs to be completed and submitted by ~~each the~~ staff member(s) in order to receive compensation.

Compensation will be paid on the next paycheck following the home visit. Mileage must be submitted in the SchoolAbility system and will be paid on the next paycheck following approval.

IV. Home Visit Procedures

➤ **Before the Visit:**

Parent/Guardian Notification

- Contact family a week to 10 days in advance of the visit and follow up with a phone call.
- Convey purpose of the visit.
- Time options and days should be available to best meet the needs of individual parents.
- Home visits must occur in the ~~enrolled child's~~ student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Plan your route to visit and know your destination.
- Leave schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Take necessary records, forms, paperwork, and informational material with you. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.
- Schedule to be on time.

➤ **Arrival:**

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.

➤ **During the Visit**

- A parent or guardian must be present, and the employee should never be left alone with the student or any other minors.
- Review purpose of visit; allow family input.
- Keep good eye contact, sit near the parent, look at and relate to them, talk to child(ren).
- Get to know the family. Ask open ended questions that are school appropriate such as “Tell me about your child. What does he/she like best about school? Do you have any concerns?” to elicit feedback from parents regarding ~~child’s~~ student’s interests, concerns, and progress in program and at home.
- Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
- Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
- Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
- Establish goals.
- Share school rules and expectations to encourage consistency between home and school.
- Share resources; answer questions.
- Provide information about future school activities and events and parental involvement opportunities.
- Employees should not accept money or other gifts from families in exchange for the home visit.

➤ **Concluding the Visit**

- Summarize visit.
- Discuss next steps.
- If applicable, discuss date and plans for the next visit.
- Provide business cards, contact information. Make yourself available for follow-up and future contact.
- Make closing remarks, shake hands, thank, and say goodbye.
- Keep visit to a reasonable amount of time. (30-~~45~~ 60 minutes; no more than ~~1.5~~ hours.)

➤ **After the Visit**

- Document visit (see Appendix A: Home Visit Form.)
- Evaluate visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
- Follow through on referrals, action items, etc.

V. Home Visit Etiquette

➤ **“DO”s and “DON”T”s:**

DO

- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt to your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.
- ~~Be yourself.~~
- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- ~~Report follow all mandated reporter duties.~~

▪

DON”T

- Impose values.
- Bring visitors without the parent’s permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- ~~Talk about families in public.~~

- Be the center of attention.
- Expect perfection from the parent.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- ~~Accept gifts or money from the family.~~

➤ **Safety Tips:**

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness. ~~Keep jewelry to a minimum.~~
- Limit bringing personal belongings during the home visit as you may accidentally leave something behind.
- valuables or money on your person when visiting students' homes; leave purse in your trunk.
- Carry necessary ~~cash~~ phone, keys, and driver license on person. Lock vehicle when traveling and when you return to it after a visit. Check inside and under your vehicle before entering it.
- If a situation arises where you do not feel safe or comfortable, r~~Remove~~ yourself from dangerous situations and trust your instincts.
- Travel in pairs when possible.
- Survey the neighborhood.
- Identify safe areas (i.e., restaurants, telephones, restrooms, police stations.)
- ~~Trust your instincts.~~
- Consider a neutral meeting location if visit cannot be made safely at home (i.e., library, conference rooms, restaurants.) The principal must pre-approve the location.
- Ask family members to come out to meet you if you ~~feel uncomfortable with the area. Enter a home only after an adult gives you permission to do so~~ are not familiar with the area.
- Stay alert. Carefully consider your safety before entering a home.
- Communicate your comfort level around any pets that may be present in the home.
- ~~When there is a suspicion of weapons, illicit drugs, or alcohol present, the home visit is not to be made.~~
- ~~Staff may request that family members keep animals chained during home visits. If animals are not adequately restrained or if the family member refuses to do so, the home visit is not to be made.~~
- ~~Keep car in good repair.~~
- Keep emergency supplies in car, include all-weather gear.

~~▪ Attend safety seminars.~~

- Staff shall carry a cell phone on all home visits. Cell phones shall be set to vibrate and shall not be answered during a visit unless it is an emergency.

VI. Virtual Home Visits

MPS asks that home visits occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) If an in-person visit is not possible, safe, or convenient, the home visit may be conducted virtually. A virtual home visit is a scheduled video call between a teacher and a student's family, from the teacher's home or classroom to the family's home (duration varies but expect 20-30 minutes.) Virtual home visits are proactive, intentional re-engagement of families. Virtual home visits help teachers establish trusting relationships with students and families, even when they cannot meet face-to-face. MPS recommends that virtual home visits take place during the first grading period of the school year, with recommended follow-up at least once per semester depending on the needs of the student and family.

VII. Virtual Home Visit Procedures

➤ Before the Visit:

Parent/Guardian Notification

- Traditional home visit procedures apply, including scheduling a home visit by contacting the family with ample notice and explaining what the purpose of the home visit is and how long it will take. Request for student to be present during the time of the virtual home visit.
- In addition, share a google invite including the Zoom link or Google Hangouts option (or another online platform approved by the school), extend the invitation to any family members in the home or who support with the student's education during distance learning.
- Email the family the parent handout(s) and activity page prior to the visit so they can prepare. Encourage families to gather necessary materials to complete the activity before the visit.
- Virtual home visits must occur in the student's home unless family feels more comfortable meeting somewhere in the community (i.e., café, library, conference room, etc.) and will be pre-approved by the principal.

Review of Student's Background

- Review student's records, family history, and cultural background as available in student's file.
- If possible, observe student interaction with staff and peers outside of the traditional setting of interaction between the staff member and student (i.e., during nutrition, lunch, or during another class period.)
- Check and accommodate for special needs (e.g., translation, etc.)

Developing a Plan for the Visit

- Communicate schedule of home visits with the office staff. Inform them of any changes to your schedule.
- Have necessary records, forms, paperwork, and informational material with you as soft copies if available. Ex: emergency card, attendance record, grade report, resources, brochures, etc.
- Review the Home Visit Procedures, Etiquette, and Safety Tips.
- Review the Professional Boundaries: Staff/Student Interactions Policy in the Employee Handbook.

➤ Beginning the Virtual Home Visit:

- Set the tone (warm introduction, thank family for time and participation, etc.)
- Establish rapport/develop caring relationship.
- Include all family members in the home who would like to participate.
- Identify parent's internet capabilities and test bandwidth speed. Have a backup plan in case there is a glitch that cannot be remedied within the meeting.
- Prepare parent with procedures if/when technology problems occur. Prompt the parent to turn off all unnecessary programs to save bandwidth and reduce the chance of a system crash.
- Partner with the parent to identify a quiet place for the visit. Recommend that parents turn off TVs, radios, other auditory/visual distractions.

➤ During the Visit

- A parent or guardian must be present.
- Review purpose of visit; allow family input.
- Keep good eye contact, sit near the parent, look at and relate to them with virtual cues, talk to child(ren).
- Get to know the family. Ask open ended questions that are school appropriate such as "Tell me about your child. What does he/she like best about school? Do you have any concerns?" to elicit feedback from parents regarding student's interests, concerns, and progress in program and at home.
- Be sensitive to cultural, religious, political differences with families and avoid such personal/sensitive discussions or oversharing.
- Establish social connection; be a good model when you interact with them by being willing to share about yourself in an appropriate and professional way.
- Observe family interaction in its cultural context; show enthusiasm and acceptance; reinforce positive parenting.
- Establish goals.

- Share school rules and expectations to encourage consistency between home and school.
- Share resources; answer questions.
- Provide information about future school activities and events and parental involvement opportunities.
- Employees should not accept money or other gifts from families in exchange for the home visit.

➤ **Concluding the Visit**

- Summarize visit.
- Discuss next steps.
- If applicable, discuss date and plans for the next visit.
- Provide contact information. Make yourself available for follow-up and future contact.
- Make closing remarks.
- Keep visit to a reasonable amount of time. (20-25 minutes; no more than 30 minutes.)

➤ **After the Visit**

- Document visit by using Zoom/online platform participants list and the Home Visit Form.
- Evaluate visit and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.)
- Follow through on referrals, action items, etc.

VIII. Virtual Home Visit Etiquette

➤ **“DO”s and “DON’T”s:**

DO

- Be early or on time.
- Be a good listener.
- Have specific goals or objectives for each visit.
- Be flexible.
- Be prompt to your home visits.
- Realize the limitations of your role.
- Help parents become more independent.
- Keep language appropriate.
- Dress appropriately and comfortably.
- Be confident and yourself.
- Remember that small improvements lead to big ones.

- Respect cultural and ethnic values.
- Monitor your own behavior-the parent is observing you.
- Follow the Professional Boundaries: Staff/Student Interactions Policy.
- Report follow all mandated reporter duties.

DON'T

- Impose values.
- Bring visitors without the parent's permission.
- Socialize excessively at the beginning of the visit.
- Exclude other members of the family from the visit.
- Be the center of attention.
- Expect perfection from the parent.
- Ask the parent to do something you wouldn't do.
- Be alone with students or minors.
- Accept gifts or money from the family.

➤ Safety Tips:

- Maintain appropriate appearance and grooming in order to protect an image of cleanliness, dress, and neatness.
- Review safeguards for Zoom or the online platform that will be used during the meeting.
- If possible, include access for a facilitator to help with the meeting and monitor chat or other requests.

VH-IX. Reporting

Incident/Injury Reporting

Employees who are injured during a home visit must report the injury to MPS as soon as possible and prepare an incident report. Employee who become aware of parent or student complaints in a home visit must refer the complaint to their immediate supervisor. Employees are responsible for the personal belonging brought to a home visit and are discouraged from bringing non-MPS property or devices such as laptops.

Mandated Reporting

Employees who know or reasonably suspect child abuse or neglect during a home visit must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36)

hours of receiving the information concerning the incident. The known or suspected child abuse must also be reported to MPS in a written statement.

APPENDIX A: HOME VISIT FORM

Person(s) making the home visit: School: _____ : _____
 _____ Date of Visit: _____

Name: _____ Title: _____ School: _____

 Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Name: _____ Title: _____ Email: _____

Principal's approval: _____ Signature: _____

Student:

Name: _____ Date of Birth: _____ Grade: _____

Check all that apply: New-student Senior Subgroups: FY SWD EL SED
 Homeless

Notes:

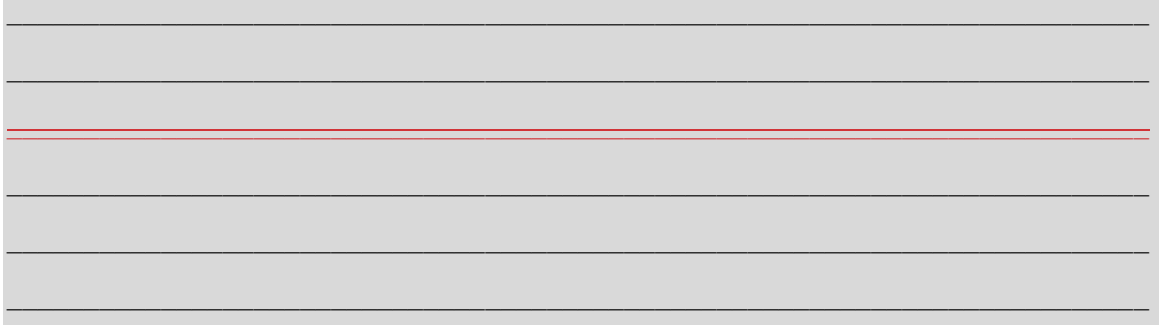
- How is the family's experience about ~~the their child~~ student's social, emotional, and academic growth? What questions, concerns or suggestions does the family have?

- What school resources did I present to the parents? (Tutoring/clubs, homework assistance, etc.)

- Additional information and/or follow-up needed:

Student Policies

Hom



Cover Sheet

Approval of 2020-2021 Compliance Monitoring & Certification of Board Compliance Review for MSA-4,6,7 & Bell

Section: II. Consent Agenda
Item: B. Approval of 2020-2021 Compliance Monitoring & Certification of Board Compliance Review for MSA-4,6,7 & Bell
Purpose: Vote
Submitted by:
Related Material: II B Consent Item Compliance Monitoring 2020-21 11.12.20.pdf



Board Agenda Item #	II B: Consent Item
Date:	November 12, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell

Proposed Board Recommendation

I move that the board approve 2020-21 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell.

Background

This is an annual item that the Board needs to approve for LAUSD authorized MPS schools. LAUSD requires that each charter school get this certification approved by their board and submit it along with approved board agenda and minutes. This document certifies that the charter school meets all compliance requirements indicated on the document. LAUSD will review documentation of compliance during their oversight visit to each school.

LAUSD has listed 25 areas of compliance requirements for review on the document ranging from employee criminal background and TB clearances to obtaining WASC accreditation and UC Doorways course approval. The school principals have already signed the document certifying that they have reviewed the school's compliance related policies, systems, and procedures. In support of the schools the Home Office also oversees and ensures that all school compliance items are met. The document signed by the principals was submitted to LAUSD as part of the Quarter 1 submission.

Last year there were 23 areas on the document. The two new areas that were added are in regard to AB 543 and AB 605 as can be seen below.

24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.

LAUSD requires that the Governing Board Chair sign each certification upon Board review and approval. The signed certification page will be part of Quarter 2 submission to LAUSD.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

It is part of the Board's fiduciary governance responsibility to ensure that MPS charter schools comply with all applicable laws and other requirements as indicated on the attached forms.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Charter School Compliance Monitoring and Certification of Board Compliance Review 2020-21 (one per school: MSA-4, 6, 7, and Bell)



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

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Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING
2020-2021**

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 23, 2020**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 23, 2020.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2020-2021*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 8, 2021.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2020-2021* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2020-2021* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **MAGNOLIA SCIENCE ACADEMY - 4**

Board President Name: **HAIM BELIAK**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8011**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 23, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 8, 2021 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ 54950-54963 Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	posting of Board agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 9, 2020 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY-4

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

MUSA AVSAR	<i>MusaA</i> <small>MusaA. (Oct 29, 2020 19:55 PDT)</small>	10/09/20
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on November 12, 2020, the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY-4

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

HAIM BELIAK		11/12/20
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING
2020-2021**

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 23, 2020**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 23, 2020.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2020-2021*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 8, 2021.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2020-2021* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2020-2021* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **MAGNOLIA SCIENCE ACADEMY - 6**

Board President Name: **HAIM BELIAK**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8013**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 23, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 8, 2021 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ 54950-54963 Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	posting of Board agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	☒	☐	☒
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 9, 2020 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY-6

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

JOHN TERZI	<i>John Terzi</i> <small>John Terzi (Oct 29, 2020 20:35 PDT)</small>	10/09/20
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on November 12, 2020, the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY-6

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

HAIM BELIAK		11/12/20
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
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Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING
2020-2021**

Dear Charter School Governing Board President and Charter School Leaders:

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- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 23, 2020**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 23, 2020.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2020-2021*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 8, 2021.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2020-2021* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2020-2021* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **MAGNOLIA SCIENCE ACADEMY - 7**

Board President Name: **HAIM BELIAK**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **8014**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 23, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 8, 2021 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ 54950-54963 Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	posting of Board agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 9, 2020 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY-7

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

MEAGAN WITTEK	<i>Meagan Wittek</i> <small>Meagan Wittek (Oct 30, 2020 06:44 PDT)</small>	10/09/20
Printed Name of School Administrator	Signature of School Administrator	Date Signed

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on November 12, 2020, the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY-7

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

HAIM BELIAK		11/12/20
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed



**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING
2020-2021**

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 23, 2020**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 23, 2020.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2020-2021*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 8, 2021.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2020-2021* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2020-2021* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **MAGNOLIA SCIENCE ACADEMY - BELL**

Board President Name: **HAIM BELIAK**

Charter Management Organization: **MAGNOLIA PUBLIC SCHOOLS**

LAUSD Loc. Code: **5166**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 23, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 8, 2021 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> Ralph M. Brown Act, Gov. Code §§ 54950-54963 Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Verification of compliant public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	posting of Board agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	☒	☐	☒
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 9, 2020 the School Administrator of
Date(s)

MAGNOLIA SCIENCE ACADEMY-BELL

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

JASON HERNANDEZ	<i>Jason Hernandez</i> <small>Jason Hernandez (Oct 29, 2020 20:20 PDT)</small>	10/09/20
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on November 12, 2020, the Governing Board of
Date(s)

MAGNOLIA SCIENCE ACADEMY-BELL

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

HAIM BELIAK		11/12/20
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>

Cover Sheet

Approval of Vendor Expenses over 25,000 and Approval of New Vendors and Ongoing Contracts over 25,000

Section: III. Action Items
Item: A. Approval of Vendor Expenses over 25,000 and Approval of New Vendors and Ongoing Contracts over 25,000
Purpose: Vote
Submitted by:
Related Material: III A Action Item Approval of Vendor Expenses over 25,000 11.12.20.pdf



Board Agenda Item #	III A: Action Item
Date:	November 12, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, CFO
RE:	Approval of contracts over \$25,000 and additions to master vendor list

Proposed Board Motion

I move that the board approves vendor expenses over \$25,000 and new vendors and ongoing contracts over \$25,000

Background

- Based on the board resolution adopted on July 23, 2020, the Board of Directors directed the following:
 - The CEO is authorized to develop and implement a plan for re-opening schools (the “Plan”) in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
 - The CEO or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the CEO deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.
- The board resolution further provided that “all such expenditures shall be reported to the Board and ratified at the Board’s next regularly scheduled meeting.” The motion presented to the Board herein complies with this requirement.
- Based on this, Mr. Rubalcava approved additional contracts and expenses that were necessary for re-opening of the schools.

Budget Implications

Please see the exhibit with contracted amounts.

1. Exhibits (attachments):
 - List of additional vendors paid or budgeted to be paid more than \$25,000 in FY20/21

Magnolia Public Schools
Master List of Contracts
FY 20-21 - Additional

Vendor Name	Location	Service Description	Contract Start Date	Contract End Date	Term	Renewal/cancellation considerations	Contract Amount	FY18-19 Budgeted expense	FY19-20 Budgeted expense	FY20-21 Budgeted expense	Notes	File
BrainPop	Multiple	Software License	1/7/2017	6/30/2020	1 Year	Renewal	20,358	20,358	25,000	25,000	Animated Educational Site for Kids	Yes
Cross County Services	Multiple	CNA and RN Student Services	07/01/2020	06/30/2021	1 Year	Preferred Vendor	n/a	n/a	n/a	500,000	CNA Screeners IEP assessments	Yes
ELuna Online Therapy	Multiple Sites	Special Ed Services	7/1/2020	06/30/2020	1 Year	Renewal				86,980	Online SPED Services for all school sites	No
Flywheel	Multiple	PPE Barriers	n/a	n/a	n/a	One time Purchase	n/a	n/a	n/a	74,900	PPE Student and staff barriers double and trifold MSA1-10	Yes
MM Company	Multiple	PPE Mask and sanitizer items	n/a	n/a	n/a	One Time Purchase	n/a	n/a	n/a	80,000	Student cloth mask sanitizer stands 3-ply disposable	Yes
Illuminate Education: ISI	Multiple	Software Services	1/7/2017	06/30/2021	4 Years	N/A	40,100	40,100	40,100	40,100	\$7 per student. Contract based on 3,800 students. \$26,600 for licenses and \$13,500 for training in 2018-19.	Yes
ParentSquare	Multiple	Parent Communication	Various	Various	n/a	n/a	n/a	5,000	25,000	25,000	Integrative Communication	Yes
SchoolMint	Multiple	Enrollment Partner	1/5/2018	01/05/22	5 Years	Auto Renewal		32,500	31,000	31,000	Enrollment and Lottery Services	Yes
T-mobile	Multiple	Hotspot Devices	7/1/2020	06/30/2021	1 year	Considerations	n/a	n/a	n/a	320,000.00	Wireless Hotspot devices	Yes
Christian Brothers	Multiple Sites	MERV Filters - PPE	7/1/2020	6/30/2020	n/a	n/a	n/a	n/a	n/a	100,000	MERV Filters and Maintenance Agreements for HVAC Units	Yes

Cover Sheet

MPS Special Education Policy Bulletin for Alternative Dispute Resolution Process

Section: III. Action Items
Item: B. MPS Special Education Policy Bulletin for Alternative Dispute Resolution Process
Purpose: Vote
Submitted by:
Related Material:
III B Action Item Special Education Policy Bulletin for Alternative Dispute Resolution Process 11.12.20.pdf



Board Agenda Item #	III B: Action Item
Date:	November 12, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, CAO; Artis M. Callaham, Dir. SPED and Support
RE: Special Education Services	MPS Special Education Policy Bulletin for Alternative Dispute Resolution Process

Proposed Board Motion

I move that the board approve the Special Education Policy Bulletin Alternative Dispute Resolution Procedures for Magnolia Public Schools.

Introduction

The purpose of this policy is to provide opportunities for parents, students and schools to provide an additional level of accountability and procedures for resolving matters prior to a dispute resulting in a lawsuit. The impact of the policy is to reduce the number of Due Process Cases brought upon Magnolia Public Schools thereby creating more prudent usage of public funding.

Background

Parents of children with learning disabilities may sometimes disagree with how schools manage their children's programs. Fortunately, many of those disagreements can be resolved informally. When problems are severe, parents may need to take formal actions to get them resolved. If this happens, the parents have the right to do so at the School's expense. Parents are not held to the "Frivolous Lawsuit Clause" when using Due Process to sue a Local Education Agency (School). Consequently, this is having a significant impact on schools' budgets. If we can encourage parents to adhere to our Alternative Dispute Resolution (ADR) policy, it can help reduce the exorbitant legal fees for our schools.

Budget Implications

The approval of this item can save schools in legal fees which average 25-30k per Due Process Claim.

Exhibits (attachments):

MPS Special Education Policy Bulletin: Alternative Dispute Resolution Procedures



Special Education Policy Bulletin Alternative Dispute Resolution Procedures

Rationale: The purpose of this policy is to provide opportunities for parents, students and schools to provide an additional level of accountability for resolving matters prior to a dispute resulting in a lawsuit. The impact is to reduce the number of Due Process Cases brought upon Magnolia Public Schools thereby creating more prudent usage of public funding.

At Magnolia Public Schools, we pride ourselves on ensuring that All Students Achieve Academic Excellence. Magnolia Public Schools ensures that the four basic guaranteed rights under the Individuals with Disabilities Education Act (IDEA) are always provided to our students with exceptional needs.

- Free and Appropriate Public Education - Children with special needs are entitled to a public education appropriate to their needs at no cost to their families.
- Least Restrictive Learning Environment - When at all possible, students with special needs must be educated with their general education peers and have the right to choose to attend the school that is closest to their home.
- Supplemental Aids and Services - Children with special needs must be provided with support and services that assist them in benefiting educationally from their instructions program.
- Assessment - An assessment must be completed to determine the child's needs. This may only be done with the parent's informed written consent.

In order to assure that these rights are received, IDEA also includes the following protections:

- Individualized Education Program (IEP)
The IEP must be written at least annually for all children with special needs. The IEP team consists of those who have assessed the child, school support personnel, a school administrator, general and special education teachers, (EL Teacher when applicable), and the child's parent or legal guardian.
- Due Process
Due process rights ensure that no changes can be made in a child's program without prior notice to the parents. Further, due process provides a mechanism for the resolution of disagreements.

Parental procedural rights and safeguards are outlined in IDEA, and included in this bulletin. At Magnolia Public Schools, we provide written documentation of these rights in the beginning of

each school year, with every assessment plan and at every IEP meeting. Also, we have all documents on the school's websites for the convenience of our parents. Our Special Education team members are always available to assist parents in understanding these rights and safeguards.

Our dedicated Special Educators go above and beyond the basic requirements set forth by IDEA and IDEIA Individuals with Disabilities Education Act and Individuals with Disabilities Education Improvement Act. We adhere to Section 504 of the Rehabilitation Act of 1973, and Family Educational and Privacy Rights Act, which are the three basic governing statutes supporting our students with special needs. In our implementation of Multi-Tiered Systems of Support (MTSS) all students are entitled to participate in all school activities, academic intervention programs and tiered level supports in an effort to ensure our students achieve at their optimum levels.

However, in the event that any Parent believes the Special Education Team at any Magnolia School has failed to sufficiently comply with Special Education Guidelines or that we have violated students' right to Free and Appropriate Public Education (FAPE), we adhere to the following resolution procedures to ensure that you and your child's rights are safeguarded.

Special Education – Alternative Dispute Resolution

The Individuals with Disabilities Education Act (IDEA) guarantees all children with learning and other disabilities equal educational opportunity, full participation, independent living, and economic self-sufficiency. To help implement this federal law, the IDEA includes a number of procedural safeguards that have been put in place to ensure that your child's rights are fully realized under the law. Among those safeguards are provisions designed to resolve disagreements between parents and schools regarding a child's placement.

When a dispute arises involving a child's educational plan, parents are entitled to be informed about their Procedural Safeguards regarding dispute resolution alternatives, including Alternative Dispute Resolution, arbitration, mediation and due process hearings.

Issues should be resolved by the parties at IEP Team meetings if at all possible; and only if a mutually agreeable resolution is not possible should arbitration, mediation or due process be considered.

Alternative Dispute Resolution (ADR)

The 2004 amendments to the IDEA added a "resolution meeting" requirement to the due process provisions, which is meant to provide parents and the school with an opportunity to resolve the issues prior to the initiation of due process. The requirement provides that, within 15 days of receiving notice of the parent's complaint, and prior to the initiation of a due process hearing, the school must organize a resolution meeting between the parents and those members of the child's IEP Team who have direct knowledge of the facts surrounding the complaint.

A child's parents are entitled to a role in determining the members of the IEP Team that should attend. At Magnolia, an impartial Home Office Staff member must also be present. The team will consist of a parent representative from the school, a special education teacher and anyone the parent elects to attend with the exception of an attorney.

The impartial ADR team will review the concerns and attempt to reach an amicable, written, signed resolution to support the student's best interest. In the event the team does not meet resolution, the Home Office level representative will reach out to the parent within 48 hours, to provide a written offer of resolution to the parents.

If the resolution meeting fails to resolve the due process complaint to the parents' satisfaction, and if the school district otherwise fails to resolve the dispute within 30 days of the receipt of the complaint, then the parent may file a Due Process claim.

The State Department of Education is responsible for ensuring that the assigned hearing officer issues a decision no later than 45 days after the start of the due process hearings, and a copy of the decision must be mailed to both parties at that time. Attorney fees are reimbursed by the school district in a due process hearing where the parents prevail, or on those specific issues over which the parents prevail.

It is important for parents to understand that these procedural safeguards exist, and the circumstances under which these rights should be asserted. The dispute resolution process was explicitly built into the IDEA as a means for strengthening the child's right to educational equity and inclusion.

Issues should be resolved by the parties at IEP Team meetings if at all possible; and only if a mutually agreeable resolution is not possible should Alternative Dispute Resolution, mediation or due process be considered. ADR and Mediation are preferable to due process in that it is a less costly and time-consuming solution to resolving issues between the parents and the school Special Education Teams. Spending exorbitant amounts of public funds to pay for attorney fees is not the best and most effective use of public funding.

Arbitration

Arbitration is a process similar to a trial. Evidence may be presented and witnesses may testify in a semi-formal setting. However, arbitration does not occur in courtrooms. Also, the decision maker is called an arbitrator instead of a judge. He or she is usually selected due to personal knowledge about special education matters instead of being randomly selected like a judge is.

Having arbitration is often a way to provide due process to families involved in a child's special education. Arbitrators are neutral third parties and should be able to decide the legal issues without having any loyalty to either party.

Arbitration often provides ample benefits to parents. It often allows them to feel like they have a greater voice in their child's education. When a case is litigated, the result is often based on the lawyer's argument and performance. Much information may be shared or revealed during the lengthy discovery process. Pretrial motions may dispose of the case before the parent ever has the ability to testify. In arbitration, the parent may be better able to communicate the family's position than litigation allows. The rules of civil procedure or evidence may be relaxed, allowing the parent to more openly communicate.

Mediation

Mediation is a form of dispute resolution where a mediator—an impartial, trained third-party—helps the parties in a dispute resolve their disagreement. The mediation process differs from formal legal proceedings in that the mediator, unlike a judge or hearing officer, does not reach a decision regarding the dispute, but merely facilitates the two parties in reaching an agreement.

The mediation process, as described under the IDEA, must be entered into voluntarily by both sides, must not be used to delay or deny a parent's right to a due process hearing, and must be conducted by a qualified and impartial mediator who has been properly trained in effective mediation techniques.

Mediation does not require an attorney, but parents may choose to be represented by one. The goal of mediation is to resolve the case by coming to a mutually agreeable settlement, which then takes the form of a written contract signed by both parties.

The mediation process must be scheduled in a timely manner, held in a location convenient to the parties involved, guarantee confidentiality of the participants, and use legally binding written agreements.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction. MPS strives to resolve all disagreements, disputes and conflicts amicably as to the best interest of the student.

For IDEA (Revised) Parental Rights and Special Education Procedural Safeguards, please see the attached link:

[IDEA Parental Procedural Rights and Safeguards](#)

(Sample Parent Letter)

Date

Name

Address

City, State Zip

Phone number/ Email address

MPS Special Education Director or Home Office Level Support Person
250 E. First Street, Suite 1500
Los Angeles, CA 90012

Dear _____,

My son/daughter, _____, currently attends Magnolia Science Academy ___ and is in the _____ grade. I am writing to inform you that the school and I are in disagreement concerning: *(State the disagreement and what is being disputed)*.

We have been unsuccessful in resolving this dispute, and I am requesting an Alternative Dispute Resolution hearing so that we may resolve our differences. I would like _____ (MSA Staff) to addend as my witness and I plan to bring my _____, who is not an attorney as I want to resolve this in an amicable manner and in consideration of our school funding that should be utilized to support our children’s education. Please schedule a meeting within the next 15 days to address my concerns. My best day of the week for meetings is, _____.

Thank you for your assistance in resolving this matter.

Cooperatively,

(Parent Name)

(Contact phone number and email address)

Cc: Magnolia CEO
School Principal