



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday October 13, 2022 at 6:00 PM PDT

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990      **Passcode:** 021250

One tap mobile: +16694449171,,97856064990# US

+16699009128,,97856064990# US (San Jose)

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

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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. Pursuant to AB 361 members of the public may address the Board during the Public Comment period on the day of the board meeting without the need to complete a public speaker form. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email [board@magnoliapublicschools.org](mailto:board@magnoliapublicschools.org) or call 213-628-3634 Ext. 21101.

**Board Members:**

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mr. Daniel Sheehan

Mrs. Esra Eldem Tunc

CEO & Superintendent:

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Mr. Alfredo Rubalcava

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Record Attendance and Guests			1 m
<b>C.</b> Approval of Agenda	Vote		1 m
<b>D.</b> Public Comments			5 m
<b>E.</b> Announcements from CEO & Superintendent and Board Members			15 m
<b>F.</b> Approval of Minutes from MPS Regular Board Meeting - September 8, 2022	Approve Minutes		1 m
<b>II. Information/Discussion Items</b>			<b>6:24 PM</b>
<b>A.</b> Review & Discussion of Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan for Magnolia Science Academy 1 and Magnolia Science Academy 5	Discuss	E.Acar & A.Callaham	15 m
<b>B.</b> Academic Updates	Discuss	E.Acar	30 m
<b>C.</b> Enrollment Update	Discuss	B.Lopez	30 m
<b>III. Consent Items</b>			<b>7:39 PM</b>
<b>A.</b> Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum	Vote	D.Hajmeirza	3 m
<b>B.</b> Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell	Vote	D.Yilmaz	3 m
<b>C.</b> Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana	Vote	D.Yilmaz	3 m
<b>IV. Action Items</b>			<b>7:48 PM</b>
<b>A.</b> Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953	Vote	A.Rubalcava	3 m
<b>B.</b> Approval of CalHOPE School Site SEL Implementation Memorandum of Understanding & Commitment Statement Between Magnolia Science Academy-2 & Los Angeles County Office of Education	Vote	J.Hernandez & D.Garner	10 m
<b>C.</b> Approval of Revised 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions &	Vote	S.Acar	15 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>Non-Classroom Based Academic Positions &amp; School Leaders</b>			
<b>D.</b> Approval of Magnolia Public Schools Special Programs Coordinator Position	Vote	E.Acar & A.Callaham	10 m
<b>E.</b> Approval of the Closing of the Purchase of 7111 Winnetka Ave, the Assignment of the Purchase and Sale Agreement to MPS Sherman Winnetka LLC, and the Signing of a Lease for 7111 Winnetka Ave	Vote	Audit/Facilities Committee	15 m
<b>F.</b> Approval of Updated Preferred Vendors' List	Vote	Audit/Facilities Committee	5 m
<b>V. Closing Items</b>			<b>8:46 PM</b>
<b>A.</b> Adjourn Meeting			1 m

## Coversheet

### Approval of Minutes from MPS Regular Board Meeting - September 8, 2022

<b>Section:</b>	I. Opening Items
<b>Item:</b> September 8, 2022	F. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on September 8, 2022

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday September 8, 2022 at 5:30 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990      **Passcode:** 021250

**One tap mobile:** +16694449171,,97856064990# US  
+16699009128,,97856064990# US (San Jose)

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**Board Members:**

Mr. Mekan Muhammedov, Chair  
Ms. Sandra Covarrubias, Vice-Chair  
Dr. Umit Yapanel  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Mr. Daniel Sheehan  
Mrs. Esra Eldem Tunc

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Directors Present**

D. Gonzalez (remote), D. Sheehan (remote), E. Eldem Tunc (remote), M. Muhammedov (remote), U. Yapanel (remote)

**Directors Absent**

S. Covarrubias, S. Dikbas

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**I. Opening Items**

**A.**

### Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Sep 8, 2022 at 5:35 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.  
M. Muhammedov seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

S. Covarrubias	Absent
M. Muhammedov	Aye
E. Eldem Tunc	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Absent
D. Sheehan	Aye

### D. Public Comments

B.Lopez, Chief External Officer, acknowledged Magnolia Science Academy-2 for being a recipient to a prestigious grant opportunity totaling \$40,000 regarding conflict resolution practices and overcoming barriers. She mentioned that MSA-2 is one of two total recipients. This will be in partnership with the Los Angeles Institute for Restorative Practices and 24th Street Theater. J.Hernandez, Director of Student Services, congratulated all MSA schools in their long efforts of implementing PBIS and added that last year they applied for recognition. The following schools that received bronze recognition was MSA-1,3,7, and Bell. The following schools that received silver recognition was MSA-Santa Ana,2,4,5,6 and San Diego.

### E. Announcements from CEO & Superintendent and Board Members

A.Rubalcava, CEO & Superintendent, mentioned that most MSA schools are finalizing their 4th week coming back to campus and MSA-San Diego finalizing their 2nd week. A few principals shared their top highlights so far since coming back to campus.

### F. Approval of Minutes from MPS Regular Board Meeting - August 11, 2022

D. Sheehan made a motion to approve the minutes from Regular Board Meeting on 08-11-22.  
D. Gonzalez seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

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

**Roll Call**

E. Eldem Tunc Aye

**G. Approval of Minutes from MPS Regular Board Meeting - August 30, 2022**

D. Sheehan made a motion to approve the minutes from Regular Board Meeting on 08-30-22.

D. Gonzalez seconded the motion.

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

**Roll Call**

S. Dikbas Absent

E. Eldem Tunc Aye

U. Yapanel Absent

D. Gonzalez Aye

M. Muhammedov Aye

D. Sheehan Aye

S. Covarrubias Absent

**II. Information/Discussion Items**

**A. BoardOnTrack Training**

The Board was given a training on the features provided on BoardOnTrack which is the system Magnolia Public Schools uses for board meetings, board & CEO evaluations, board composition, goals, committee composition and trainings. Yuna Shin, BoardOnTrack representative, provided a run-through of the platform and the resources board members can use to implement stronger procedures at the board level.

**B. Magnolia Public Schools Annual Authorizer Oversight Reports**

D.Yilmaz, Chief Accountability Officer, went over the authorizer oversight reports received and how Magnolia Science Academy schools performed for each authorizer. San Diego Unified authorizer report is still pending for MSA-San Diego and will be received by the end of September and will be taken to the board at a later date. Recently received was from schools MSA-1,2,3 and 5 from the Los Angeles County Office of Education (LACOE). Fiscal section is pending finalizing, but received were Governance and Instructional Program Overview. A.Rubalcava, CEO & Superintendent, thanked David Downing, LACOE charter school representative, for his work and guidance over the last 5 years and who will be retiring and welcomed Duncan McCulloch who is the newly representative. J.Lara, Executive Assistance & Board Secretary, went over the Governance portion of the oversight report and the feedback that was provided. D.Yilmaz, went over the Instructional Program Overview section.

**C. Human Resources Updates**

D.Hajmeirza, Human Resources Director, went over the data collected on school staffing including, retention rates, hires and turnovers. She presented new data along with old data to see the comparison and history. She also went over CALSAAS, which is the monitoring system used to ensure that teachers have appropriate teaching credentials and are assigned to their appropriate courses. Human Resources Department ensures the compliancy on that front. She went over the mandatory trainings that staff must complete and the data of completion and the current job postings as of recent.

**D.**

### **Enrollment Update**

B.Lopez, Chief External Officer, provided an update on the current enrollment numbers for this school year. She went over the numbers shared on the report and any changes from those numbers after the report was made public. She shared the target enrollments for each school site, applications in the pipeline and current enrollments as of September 1st. She went over the enrollment trends across the state. She also went over enrollment data for each school site. Some principals shared promising practices of what is being implemented to reach target enrollment goal. Board Members thanked the staff for following up on enrollments and their continuation with improving practices to reach the goal.

### **III. Consent Items**

#### **A. Approval of ASES Agreement for MSA-San Diego**

M. Muhammedov made a motion to grant approval to Alfredo Rubalcava, CEO and Superintendent of Magnolia Public Schools, to sign the Memorandum of Agreement (MOA) for MSA-San Diego Afterschool ASES Program with YMCA of San Diego County (YMCA) and the MOA with San Diego County Office of Education (SDCOE).

D. Gonzalez seconded the motion.

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

#### **Roll Call**

S. Covarrubias	Absent
D. Sheehan	Aye
E. Eldem Tunc	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye
S. Dikbas	Absent
U. Yapanel	Aye

#### **B. Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum**

D. Sheehan made a motion to approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program (IIPP) COVID-19 addendum.

U. Yapanel seconded the motion.

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

#### **Roll Call**

S. Covarrubias	Absent
D. Sheehan	Aye
S. Dikbas	Absent
D. Gonzalez	Aye
U. Yapanel	Aye
M. Muhammedov	Absent
E. Eldem Tunc	Aye

#### **C. Approval of Revised Educational Records and Student Information Policy**

D. Sheehan made a motion to approve the Revised Educational Records and Student Information Policy.

D. Gonzalez seconded the motion.

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



**Roll Call**

U. Yapanel Aye  
S. Dikbas Absent  
S. Covarrubias Absent  
D. Gonzalez Aye  
E. Eldem Tunc Aye  
D. Sheehan Aye  
M. Muhammedov Aye

**D. Approval of Record Retention and Disposal Policy**

U. Yapanel made a motion to approve the Record Retention and Disposal Policy.  
M. Muhammedov seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

D. Gonzalez Aye  
S. Dikbas Absent  
M. Muhammedov Aye  
D. Sheehan Aye  
U. Yapanel Aye  
S. Covarrubias Absent  
E. Eldem Tunc Aye

**E. Approval of Revised MPS Attendance Policy**

M. Muhammedov made a motion to approve the revised Magnolia Public Schools Attendance Policy.  
D. Sheehan seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

S. Dikbas Absent  
U. Yapanel Aye  
D. Gonzalez Aye  
S. Covarrubias Absent  
M. Muhammedov Aye  
D. Sheehan Aye  
E. Eldem Tunc Aye

**F. Approval of Revised MPS Home Visit Policy**

D. Gonzalez made a motion to approve the revised Magnolia Public Schools Home Visit Policy.  
U. Yapanel seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

S. Dikbas Absent  
D. Sheehan Aye  
D. Gonzalez Aye  
M. Muhammedov Aye  
S. Covarrubias Absent  
E. Eldem Tunc Aye  
U. Yapanel Aye

**G. Approval of Revised 2022-23 Student/Parent Handbook**

D. Sheehan made a motion to approve the Revised Magnolia Public Schools 2022-23 Student/Parent Handbook.

M. Muhammedov seconded the motion.

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

**Roll Call**

S. Dikbas	Absent
U. Yapanel	Aye
S. Covarrubias	Absent
D. Sheehan	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
E. Eldem Tunc	Aye

**IV. Action Items**

**A. Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953**

The Board reconsidered the circumstances of the State of Emergency related to COVID-19 in which meeting in person can directly impact the ability of the Board in addition to the all standing Board Committees (Finance, Audit/Facilities, Academic, Stakeholder and Development & Nominating/Governance Committees) and public to meet safely. As such, local officials are still continuing to recommend measures to promote social distancing.

D. Gonzalez made a motion to adopt the findings relating to the ability of the MPS Board and all MPS Committees to conduct meetings due to teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

D. Sheehan seconded the motion.

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

**Roll Call**

D. Gonzalez	Aye
U. Yapanel	Aye
D. Sheehan	Aye
M. Muhammedov	Aye
S. Covarrubias	Absent
S. Dikbas	Absent
E. Eldem Tunc	Aye

**B. Renewal of One MPS Board Membership**

A.Rubalcava, CEO & Superintendent, spoke positively of Dr. Umit Yapanel for his long tenured commitment and continuous guidance and support as part of the Board for Magnolia Public Schools (MPS). He added that his guidance helped him greatly and welcomes him to continue his tenure. U.Yapanel, shared his experience as a Board Member so far and welcomes another term if the Board votes for it. He thanked the staff for working together for the past couple years and wishes for more success and growth. Board Members shared their appreciation for his valuable contributions to the organization and their pleasure in working side-by-side.

M. Muhammedov made a motion to approve the membership renewal for Dr. Umit Yapanel for a 5-year term beginning October 12, 2022 through October 11, 2027.

D. Gonzalez seconded the motion.

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

**Roll Call**

D. Gonzalez	Aye
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**Roll Call**

M. Muhammedov Aye  
 E. Eldem Tunc Aye  
 U. Yapanel Abstain  
 S. Dikbas Absent  
 S. Covarrubias Absent  
 D. Sheehan Aye

**C. Approval of the Receipt of the Arts Ed Collective - Advancement Matching Grant**

B.Lopez, Chief External Officer, presented this opportunity of the Arts Ed Collective matching grant. This is the 4th year of receiving this grant and as part of the process when accepting, the board will need to approve. She added that this grant supports the integration work that MPS has done in bringing the arts to the schools in the form of professional development to schools leaders and the creation of the TOSA program and that arts lead opportunity. She mentioned that this year grant will support getting a Arts Coordinator to serve across MPS to continue to work on arts integration across the schools and update MPS strategic plan. W.Gray, Director of Educational Services, will support this project along with E.Acar, Chief Academic Officer.

D. Sheehan made a motion to approve and accept the receipt of the Arts Ed Collective Advancement Matching Grant for Magnolia Public Schools in the amount of \$25,000.

D. Gonzalez seconded the motion.

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

**Roll Call**

D. Sheehan Aye  
 U. Yapanel Aye  
 S. Dikbas Absent  
 S. Covarrubias Absent  
 M. Muhammedov Aye  
 E. Eldem Tunc Aye  
 D. Gonzalez Aye

**D. Approval of EL Master Plan**

K.Mann, Director of EL & ELA Programs, presented this annual item in which each year they review English Learners programs and the master plan through a survey conducted every spring where they gather feedback from school leaders and the recommendations from the Los Angeles County Office of Education (LACOE) Multilingual Academic Programs Unit. She added that those recommendations inform updates or changes to the EL Master Plan. She detailed the reclassification change in which it impacts all schools.

D. Sheehan made a motion to approve the updated EL Master Plan.

E. Eldem Tunc seconded the motion.

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

**Roll Call**

E. Eldem Tunc Aye  
 M. Muhammedov Aye  
 S. Dikbas Absent  
 D. Sheehan Aye  
 D. Gonzalez Aye  
 U. Yapanel Aye  
 S. Covarrubias Absent

**E.**

### **Approval of 2021-22 Unaudited Actuals**

Presented at the last Finance Committee Meeting, in which the Committee recommended this item for full board approval. S.Budhraj, Chief Financial Officer, went over the year-end snapshot of 2021-22. He provided an overview of the budget process. He went over the highlights, revenue sources and amounts, net surplus and the impacts of enrollment. He also detailed the year to date actuals by school site and home office (MERF) for 2021-22. Board Members questions were addressed and clarified by staff and S.Budhraj mentioned that they work collaboratively with DMS.

M. Muhammedov made a motion to approve of the FY 2021/2022 Unaudited Actuals Report for Magnolia Public Schools.

D. Gonzalez seconded the motion.

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

#### **Roll Call**

S. Covarrubias	Absent
E. Eldem Tunc	Aye
D. Sheehan	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
S. Dikbas	Absent

### **F. Approval of ERC Funding Agreement & Engagement with CFOMW Tax, LLC**

Item was presented at the last Finance Committee Meeting, in which the Committee recommended this item for full board approval. S.Budhraj, Chief Financial Officer, explained that this is an employer retention tax credit that was part of the CARES Act of 2020 during the pandemic rewarding business being able to retain employees. He added that currently they don't have an exact amount of how much they will receive from this tax credit. He went over the service fee agreement and engagement provided by CFOMW Tax, LLC. M.Muhammedov, Board Member, provided his perspective from the Finance Committee meeting conversation. Board Members questions were clarified by staff. This firm has worked with previous charter schools.

M. Muhammedov made a motion to approve the contract to file a refund claim under the Employee Retention Tax Credit, per 26 U.S.C. § 3134.

E. Eldem Tunc seconded the motion.

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

#### **Roll Call**

D. Gonzalez	Aye
S. Dikbas	Absent
S. Covarrubias	Absent
U. Yapanel	Aye
D. Sheehan	Aye
M. Muhammedov	Aye
E. Eldem Tunc	Aye

## **V. 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 7:55 PM.

Respectfully Submitted,  
M. Muhammedov

## Coversheet

### Review & Discussion of Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan for Magnolia Science Academy 1 and Magnolia Science Academy 5

**Section:** II. Information/Discussion Items  
**Item:** A. Review & Discussion of Significant Disproportionality  
Comprehensive Coordinated Early Intervening Services (CCEIS) Plan for Magnolia  
Science Academy 1 and Magnolia Science Academy 5  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
Magnolia Science Academy 1 and Magnolia Science Academy 5 CCEIS Plans.pdf



Board Agenda Item #	II A: Information/Discussion Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer
RE:	Review and discussion of Magnolia Science Academy 1 and Magnolia Science Academy 5 Comprehensive Coordinated Early Intervening Services (CCEIS) Plans

### **Proposed Board Recommendation**

No action required.

### **Background**

Under the Federal Individuals with Disabilities Education Act (IDEA) requirements, if an LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA. These services are for children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified who need additional academic and behavioral supports.

The rationale for the CDE Monitoring is to monitor Race and Ethnic equity in the classification of SPED students. The CDE therefore requires schools to ensure that the percentage of students eligible for any category be less than 30% for any ethnic group.

CCEIS activities must:

- Address the factors contributing to the significant disproportionality.
- Focus on academic and behavioral instructional services and professional development.
- Consider age three through twelfth grade instructional activities with a primary focus on students age three through third grade.
- Allow expenditures on preschool if an LEA has an established preschool program as part of the Preschool–12 educational system
- Occur within the allowable CCEIS budget period of 27 months.

IDEA also requires that LEAs provide for the review and, if applicable, revision of the policies, procedures, and practices it identifies as contributing to the significant disproportionality, including a policy, practice or

procedure that results from a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups); and publicly report any revision of policies, practices, and procedures.

MSA-1 and MSA-5 got engaged in developing its CCIS plan with the help of our educational partners composed of school, home office staff, SELPA director, diverse group of parents and community members, including representatives of the identified racial/ethnic category. The following were key activities that happened during this phase.

- April 7, 2022- Submitted the Assurance of Compliance with authorized signatures.
- April 7, 2022- Participated in the Developing a Comprehensive Coordinated Early Intervening Services Plan Webinar
- April 8, 2022 - Participate in the Significant Disproportionality for Continuing Local Educational Agencies Webinar
- May 10, 2022- Combined Leadership Team and educational partner Group; Reviewed 4 phases of CCEIS Plan, the format and due dates. Leadership Team discussed pacing charts, planned meetings, and added additional members of educational partner group. Leadership Team and educational partner Group completed responsibilities for respective teams, identified data sources, and registered for Workshop A
- May 17, 2022- Combined Teams looked at examples of data sources and initiatives and discussed self assessment instruments.
- June 8, 2022 - Attended CCEIS Workshop B - MSA- 5 only
- May 31, 2022- Combined Teams Reviewed Magnolia Data related to Hispanic SLD and EL populations and identified data gaps. Examined Magnolia's initiative inventory and discussed EL Master Plan; Analyzed Data and selected Self Assessment Tool.
- June 7, 2022- educational partner Group participated in overview and introduction to self assessment instrument
- June 14, 2022- educational partners completed Success Gaps Rubric Assessment generating risk ratios
- August 9, 2022 - educational partner Group re-capped disproportionality, discussed data findings (exiting students, ELs, LTELs, MTSS, RTI, etc.), Data Analysis Workbook (SPPTAP.org), File review data shared, next steps: (reflect on data, identify root causes, watch CCEIS videos), Attended CCEIS workshop on June 9, 2021.
- August 23, 2022- Re-organized Leadership Team and educational partner Group
- September 13, 2021 - educational partner Group reviewed and provided additional input for draft of CCEIS Plan to be incorporated by Leadership Team.
- October 12, 2022 - Educational Partner Meetings to review data, actions and update plans.

MSA-1 and MSA-5 will be submitting completed plans to CDE by November 1, 2022 as part of the programmatic improvement process to develop its action plan for implementation of their (CCEIS). The plans will include the completion of the Programmatic Improvement Action Plan and the Allowable Costs Budget that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2022 – September 30, 2024).

### **Budget Implication**

MSA-1 and MSA-5 will reserve 15 percent of its IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services to students in the LEA.

### **Attachments**



None

# Coversheet

## Academic Updates

<b>Section:</b>	II. Information/Discussion Items
<b>Item:</b>	B. Academic Updates
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Academic Updates.pdf



Board Agenda Item #	II B: Information/Discussion Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Updates

### Proposed Board Recommendation

None, Information Only

### Background

MPS Chief Academic Officer and members of the Academic Team will provide an update to the Academic Committee Members on events and activities regarding the academic program and services organization-wide.

### Budget Implications

None

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

N/A

### Name of Staff Originator:

Mr. Erdinc Acar, Chief Academic Officer

### Exhibits (attachments):

- Academic Updates PowerPoint



# Academic Committee Meeting

**Academic Updates  
October 13, 2022**

# Agenda



- General Updates
- Special Education Updates
- Assessment Results
  - 2021-2022 CAASPP Results (ELA, Math and Science)
  - 2022-2023 NWEA MAP Results - Fall administration
- Instructional Programs and Support
  - New Teacher Programs
  - Instructional Rounds - School visits and classroom observations
- College Programs Update - Dual Enrollment
- Student Attendance Data - School Climate Data
- Program Updates from MPS Home Office Academic Team Members



# General Updates/Celebrations

- **New academic team positions**
  - MPS Expanded Learning Opportunities Programs Coordinator - Andross Milteer
  - MPS Special Programs Coordinator - Krystal Zavala
  - Visual and Performing Arts (VAPA) Programs Coordinator
- **Fall Symposium updates**
  - On site and virtual, TOSA-led sessions, MTSS Certification work
- **MTSS Pathway Certification Program**
  - Grant funded and 1 year course certification program for all instructional staff
  - Universal Design For Learning (UDL), Culturally and Linguistically Responsive Teaching (CLRT), and Mental Health and Social Emotional Learning (SEL)

# Special Education CDE Monitoring Updates



- CCEIS Plan - Currently implementing for MSA 1/ Upon approval, we will begin implementing for MSA 5 (Currently Developing)
- MPS Wide Impact - One of the outcomes of our Root Cause Analysis - Reintegration process to implement at all Triennial IEP Meetings and upon recommendations from teachers and parents
- MSA 2 and MSA SD - Targeted (Second Year of Disproportionality)
  - MSA 2 - Latino students are 3x's more likely to have an SLD eligibility than other ethnic groups
  - MSA SD - White students are 3x's more likely to have an OHI eligibility than other ethnic groups

*We are completing record reviews and primary language assessments to make appropriate changes to eligibilities if warranted.*

# CAASPP Results - ELA



	<b>2019 %</b>	<b>2022 %</b>	<b>Difference</b>
<b>MSA1</b>	45.06%	36.05%	-9.01%
<b>MSA2</b>	41.81%	35.88%	-5.93%
<b>MSA3</b>	35.67%	32.86%	-2.81%
<b>MSA4</b>	27.12%	37.50%	10.38%
<b>MSA5</b>	46.96%	45.34%	-1.62%
<b>MSA6</b>	46.26%	52.33%	6.07%
<b>MSA7</b>	44.54%	37.86%	-6.68%
<b>MSA Bell</b>	43.07%	43.01%	-0.06%
<b>MSA SD</b>	69.31%	62.97%	-6.34%
<b>MSA SA</b>	34.23%	36.52%	2.29%
<b>MPS</b>	<b>45.03%</b>	<b>42.54%</b>	<b>-2.49%</b>

This information is presented as a supplement to the CEO metric progress monitoring.

Powered by BoardOnTrack



# CAASPP Results - Math



	<b>2019 %</b>	<b>2022 %</b>	<b>Difference</b>
<b>MSA1</b>	30.13%	13.99%	-16.14%
<b>MSA2</b>	27.87%	21.76%	-6.11%
<b>MSA3</b>	17.37%	18.43%	1.06%
<b>MSA4</b>	8.47%	25.00%	16.53%
<b>MSA5</b>	38.67%	22.36%	-16.31%
<b>MSA6</b>	38.36%	32.18%	-6.18%
<b>MSA7</b>	32.14%	26.24%	-5.90%
<b>MSA Bell</b>	23.86%	23.26%	-0.60%
<b>MSA SD</b>	60.62%	49.87%	-10.75%
<b>MSA SA</b>	28.61%	28.67%	0.06%
<b>MPS</b>	<b>32.13%</b>	<b>26.37%</b>	<b>-5.76%</b>

This information is presented as a supplement to the GEO metric progress monitoring.

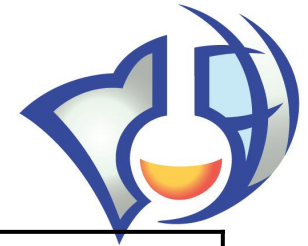
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# CAASPP Results - Science



<b>CAST Historical Proficiency Rates - SCIENCE (5,8,HS)</b>			
	<b>2019</b>	<b>2022</b>	Change (2019 to 2022)
<b>LAUSD</b>	<b>22.80%</b>	<b>21.64%</b>	<b>-1.16%</b>
MSA-1	30.61%	21.13%	-9.48%
MSA-2	21.05%	16.76%	-4.29%
MSA-3	10.05%	14.90%	4.85%
MSA-4	5.00%	14.00%	9.00%
MSA-5	11.54%	14.41%	2.87%
MSA-6	10.35%	26.47%	16.12%
MSA-7	34.62%	24.53%	-10.09%
MSA-8	29.77%	20.00%	-9.77%
-			
<b>SDUSD</b>	<b>35.58%</b>	<b>35.99%</b>	<b>0.41%</b>
MSA-SD	55.74%	53.38%	-2.36%
-			
<b>SAUSD</b>	<b>15.34%</b>	<b>14.99%</b>	<b>-0.35%</b>
MSA-SA	16.47%	22.66%	6.19%

# NWEA MAP Data



## Fall 2021 - Fall 2022 Growth

	Growth		CGI	
	Math	Reading	Math	Reading
<b>MPS</b>	<b>60.1%</b>	<b>55.8%</b>	1.03	0.39
<b>MSA1</b>	58.0%	59.4%	0.27	0.56
<b>MSA2</b>	63.0%	59.9%	1.23	1.49
<b>MSA3</b>	43.8%	54.0%	-0.36	-0.09
<b>MSA4</b>	54.2%	50.0%	0.62	0.66
<b>MSA5</b>	67.7%	73.7%	2.86	2.88
<b>MSA6</b>	77.8%	70.5%	4.35	2.14
<b>MSA7</b>	65.4%	47.0%	1.23	-0.39
<b>MSA8</b>	54.1%	54.5%	0.36	-0.21
<b>MSASD</b>	61.7%	53.2%	1.37	-0.30
<b>MSASA</b>	62.8%	46.1%	1.54	-0.75

# NWEA MAP Data

## Spring SBAC Projected Proficiency for Reading

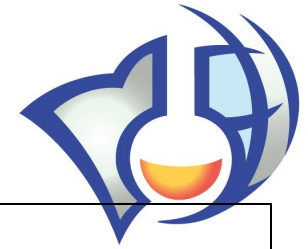


Reading	Student Count	Level 3		Level 4		Level 3 & 4	
		Count	Percentage	Count	Percentage	Count	Percentage
<b>MSA1</b>	405	119	29.38%	43	10.62%	<b>162</b>	<b>40.00%</b>
<b>MSA2</b>	344	102	29.65%	31	9.01%	<b>133</b>	<b>38.66%</b>
<b>MSA3</b>	211	63	29.86%	18	8.53%	<b>81</b>	<b>38.39%</b>
<b>MSA4</b>	19	4	21.05%	1	5.26%	<b>5</b>	<b>26.32%</b>
<b>MSA5</b>	124	43	34.68%	10	8.06%	<b>53</b>	<b>42.74%</b>
<b>MSA6</b>	88	37	42.05%	6	6.82%	<b>43</b>	<b>48.86%</b>
<b>MSA7</b>	170	36	21.18%	21	12.35%	<b>57</b>	<b>33.53%</b>
<b>MSA Bell</b>	375	126	33.60%	38	10.13%	<b>164</b>	<b>43.73%</b>
<b>MSA SD</b>	404	171	42.33%	110	27.23%	<b>281</b>	<b>69.55%</b>
<b>MSA SA</b>	308	75	24.35%	28	9.09%	<b>103</b>	<b>33.44%</b>
<b>MPS</b>	<b>2448</b>	<b>776</b>	<b>31.70%</b>	<b>306</b>	<b>12.50%</b>	<b>1082</b>	<b>44.20%</b>

**Grade levels included:** Elementary: 2, 3, 4, and 5 Secondary: 6, 7, 8, and 11

# NWEA MAP Data

## Spring SBAC Projected Proficiency for Math



School	Student Count	Level 3		Level 4		Level 3 & 4	
		Count	Percentage	Count	Percentage	Count	Percentage
MSA1	420	42	10.00%	20	4.76%	<b>62</b>	<b>14.76%</b>
MSA2	342	45	13.16%	18	5.26%	<b>63</b>	<b>18.42%</b>
MSA3	205	18	8.78%	4	1.95%	<b>22</b>	<b>10.73%</b>
MSA4	20	1	5.00%	0	0.00%	<b>1</b>	<b>5.00%</b>
MSA5	137	16	11.68%	3	2.19%	<b>19</b>	<b>13.87%</b>
MSA6	88	14	15.91%	6	6.82%	<b>20</b>	<b>22.73%</b>
MSA7	179	38	21.23%	18	10.06%	<b>56</b>	<b>31.28%</b>
MSA Bell	378	50	13.23%	19	5.03%	<b>69</b>	<b>18.25%</b>
MSA SD	410	104	25.37%	107	26.10%	<b>211</b>	<b>51.46%</b>
MSA SA	310	42	13.55%	24	7.74%	<b>66</b>	<b>21.29%</b>
MPS	2489	370	14.87%	219	8.80%	<b>589</b>	<b>23.66%</b>

**Grade levels included:** Elementary: 2, 3, 4, and 5 Secondary: 6, 7, 8, and 11

# New Teacher Programs



- 21-22 New Teacher Data, replacements- counts per subject
- 22-23 New Teacher Data, replacements- counts per subject

New Hire Teachers after 2020-21 school year													
Department	Elem	Art	Music	Comp.	SPED	ELA & ELD	Hist.	Math	PE	Sci.	Span.	Total	No Longer at MPS
June 21 - June 22	13	0	1	2	10	9	7	5	6	12	0	66	28
Since June 2022	3	1	1	2	3	7	4	8	4	8	1	42	2
Current Vacant Positions	0	0	1	0	2	3	0	4	1	1	0	12	n/a
Total new since 6/21	16	1	2	4	13	16	11	13	10	20	1	108	30
Size of department	23	4	3	5	25	37	27	33	15	25	8	235	n/a

- **Support Programs**
  - Academic Team, hosted 2 in-person New Teacher Training Days (Summer In-Service and August 31st), and planning a 3rd training day to be held during second semester
  - School sites have grants for teacher coaching - exact implementation varies by site
  - Google Classroom for as-needed resource access

# Instructional Rounds Updates



Instructional Rounds are day-Long visits to schools conducted by the Academic Team **four times a year**. A schedule is created for each visit that includes a morning leadership meeting, observation of classes, time for document review, and a debrief that highlights glows and grow trends for the school and next steps.

## Purpose & Scope

- **September:** Baseline observations used to gather data around instructional practices for the year.
- **November/December:** Check-in #1 to observe, provide feedback around instructional practices goals, and support schools with initial preparation for authorizer visits.
- **January/February:** Check-in #2 to observe, provide feedback around instructional practices goals, and support schools with preparation for authorizer visits. (replaces mock visits for LAUSD schools & adds an additional visit for other schools)
- **April:** Summative observations for the year regarding instructional practices goals. Final feedback loop for the school with recommendations to consider when planning for next school year.

## Highlights

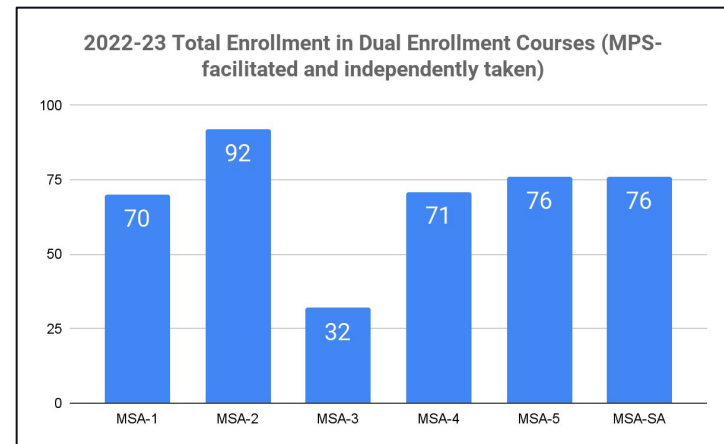
- All 10 schools have been visited for round 1 and baseline data has been collected
- 158 teachers have been observed with coaching feedback given to school leaders
- All school leaders have taken part in instructional rounds

# Dual Enrollment Updates



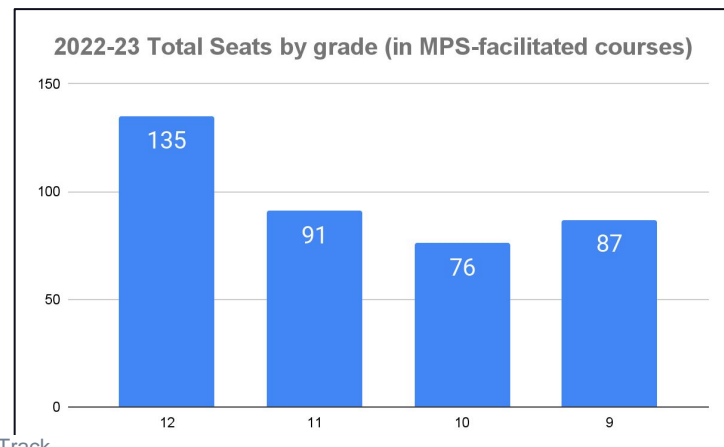
- Los Angeles Valley College and Santa Ana College are our partners for facilitated courses
- Dual Enrollment has increased 31% since 21-22
- Current students have earned 2825 College Credits since Fall 2021
- 3 schools have it during the day = higher enrollment
- 93.2% of students take DE through MPS-facilitated courses. Counselors check assist.org to monitor CSU/UC transferability. Other schools case-by-case
- Next steps: create DE data dashboard to track pass rates, enrollment rates, and other more granular data

MPS Total Enrollment in MPS-Facilitated Courses				
Totals	2022-23 Total seats		2021-22 Total seats	
Fall	388	13 classes	296	9 classes



2022-23 Total Seats by grade		Total Students
12	135	264
11	91	267
10	76	345
9	87	305

2022-23 Total Seats by school		HS Students
MSA-1	70	352
MSA-2	92	209
MSA-3	32	226
MSA-4	71	102
MSA-5	76	124
MSA-SA	76	168
<b>MPS:</b>	<b>417</b>	<b>1181</b>





# ADA Update



The ADA% for (MSA-SD covers the first 3 weeks of SY 22-23)

School	ADA % for Month 1 2021-22	ADA % for Month 1 2022-23
MSA 1	89.99%	94.55%
MSA 2	84.05%	95.03%
MSA 3	90.40%	92.54%
MSA 4	87.91%	92.03%
MSA 5	93.75%	92.01%
MSA 6	91.89%	93.10%
MSA 7	95.60%	93.24%
MSA Bell	86.06%	94.30%
MSA Santa Ana	94.10%	94.66%
MSA San Diego	94.10%	95.22%

# School-Wide Data on Community



	2018-19	2019-20	2020-21	2021-22	2022-23 in-progress
Suspension Data Out-of-School	<b>73</b>	<b>29</b>	<b>0</b>	<b>66</b>	<b>9</b>
Suspension Data In-School	<b>8</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>3</b>
Expulsion Data	<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>
Average Daily Attendance (ADA) Rate (P-2 ADA)	<b>95.50%</b>	<b>96.08%</b>	<b>97.80%</b>	<b>90.36%</b>	<b>94.8%</b> (locally reported as of Month 1)
Chronic Absenteeism Rate	<b>8.2%</b>	<b>N/A</b>	<b>5.2%</b>	<b>26.4%</b>	<b>23.2%</b> (locally reported as of 9/20/22)
Graduation Rate	<b>96.1%</b>	<b>96.3%</b>	<b>96.6%</b>	<b>99.6%</b> (locally reported)	<b>N/A</b>

# Special Education & Support Services

**Dr. Artis Callaham**



## Supporting SPED and Support Services 22-23 School Opening

- Holding SIM and High Need - Meetings with parents and student support providers for all schools as required
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools/ Developing Enrichment Program for 22-23 school year - This year we are assessing the following grade levels to increase equitable identification levels 3, 6, and 9.
- Onboarding new SPED Ed Specialists, Psychs and Coordinator of Special Programs (CMO)/ Supporting (2) Social Work Interns

## Supporting School Sites with Special Education Compliance and Service Provision

- Support Schools in CDE Monitoring Procedures/Assist with developing CCEIS Team and Plan for Sig Dispro Requirement ( Sig Dis, SECMS Errors, and CIM Plans)
- Working with MPS Outreach and Fiscal Teams / Support for monitoring LLR, LEGAL Cost, and COP 3 Grants
- Attend all Authorizer and SELPA professional Development Meetings/ Share with SPED and Academic Teams as appropriate

## Supporting Student Support Services /Overall Program

- Provide Guidance and support for all MPS School Psychologists, Social Workers and Counseling Interns
- Work with Accountability Team to Assist Schools in Completing the Quarterly Cal-PADS Mergers/State/SELPA Required Reports
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Extraordinary costs, NPS Reimbursements, Fiscal, ERMHS etc)

## Other Highlights

- Planning on establishing MPS wide Speech and Language program
- Addressing Narcan Requirements for all LA Schools
- Establishing a GATE Curriculum MPS Wide

# Educational Services

Mr. William Gray



## Supporting College Counselors and College & Career Readiness Program:

- Provide relevant, timely feedback and guidance to College Counselors
- Increase the percentage of all HS students that have met with their College Counselor, overall and by grade.
- **Support expansion and improvement of site Dual Enrollment practices (296 F21 to 388 F22)**
- **Support sites' implementation of College & Career Readiness program that includes resources for counselors and teachers regarding the use of [Californiacolleges.edu](https://californiacolleges.edu) and Center for Educational Partnerships resources.**
- Roll out Alumni Support Program including training and supervising new Alumni Success Coaches

## Supporting new TOSAs and TOSA Program:

- Implement structure for submission, review, and revision of OrgWide Department Meeting Agendas
- **Support TOSAs generation of OrgWide Departmental Instructional Assessment Goal**
- Support TOSAs generation of OrgWide Departmental Cultural Event

## Other Highlights:

- Every school will be in compliance with ABI 505 and Ind. Study requirements.
- Each school will be prepared for authorizer and accreditation visits including data analysis and plan-writing, document preparation, presentation preparation, and compliance with all relevant policies. Guidance/coaching will be provided to leaders to improve practices

# Student Services

**Mr. Jason Hernandez**



## Discipline Procedures

- Providing professional learning for school-site administrators on procedural systems and opportunities to refine restorative practices

## Child Welfare & Attendance

- Distribution of Metro TAP Cards within Los Angeles County Schools
- Refining systems to monitor and streamline attendance practices
- Continue to refine and monitor PBIS and MTSS practices across the school sites

## School Safety

- Refining safety measures at schools: Radio Unit Protocols, Emergency Drills, etc.
- Revamping the Comprehensive School Safety Plan
- Continue to conduct Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention training across the school sites

## CIF

- Provide learning space for Athletic Directors to share promising practices to refine sport programs at school sites

## Other Highlights:

- PBIS Recognition across MPS
- Instructional Rounds
- New Teacher Training

# Math Programs

**Mrs. Traci Lewin**



## Supporting Math Teachers

- Onboarded 10 new MPS math teachers
- Holding one-on-one meetings for individualized support
- Planning and hosting 7 monthly math department meetings
- Maintain and update MPS Math Teacher website and Google Classroom and curate resources based on teachers' needs
- Provided updated curriculum maps for math based on accelerated learning principles

## Math Curriculum Adoption Project

- Held intensive materials investigation in June 2022
  - Committee narrowed the curricula to 2
- Conducting lesson studies of the potential curricula with math teachers during Oct and Nov PLCs
- Goal: select and recommend a new curriculum in Feb. 2023

## Other Highlights

- Supporting school leaders
  - Conducting instructional rounds with Academic Team
  - Formative Walkthrough book study
  - Liaison visits
- Along with the Academic Team, hosted 2 in-person New Teacher Training Days (Summer In-Service and August 31st), and planning a 3rd training day to be held during second semester
- Supported schools with the implementation of the CA MTSS Pathways Certification for schools during the Summer and Fall Symposia

# EL and ELA Programs

**Mrs. Katie Mann**



## Supporting EL Programs

- Provided professional learning on our EL Master Plan and Services to all 10 school sites
- Provided professional learning to all LEA EL Coordinators during Summer in-service
- Completed Title III EL program compliance items and submitted Title III EL funding consortium application to the CDE
- Updated the MPS EL Master Plan to streamline and improve documentation during our Reclassification process
- **Supported LEA EL Coordinators with the completion of 70 Initial ELPAC assessments (a 280% increase over the 21-22 school year)**
- **Worked with schools to ensure appropriate EL Services are being provided to over 720 currently identified EL students**

## Supporting ELA Teachers

- **Onboarding a new ELA department Teacher on Special Assignment (TOSA), 2 new EL Coordinators, and 13 new ELA teachers**
- Planning for 7 ELA department org-wide PLC meetings
- Facilitating an org-wide investigation into how writing strategies are taught at MPS schools
- Hosted 2 StudySync ELA Curriculum Training opportunities for ELA teachers

## Other Highlights

- Supporting school leaders
  - Conducting instructional rounds with Academic Team
  - Formative Walkthrough book study
  - Liaison visits
- Along with the Academic Team, hosted 2 in-person New Teacher Training Days (Summer In-Service and August 31st), and planning a 3rd training day to be held during second semester
- Supported schools with the implementation of the CA MTSS Pathways Certification for schools during the Summer and Fall Symposia



# Questions or Comments ?



# Coversheet

## Enrollment Update

<b>Section:</b>	II. Information/Discussion Items
<b>Item:</b>	C. Enrollment Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Enrollement Update - 10.13.22.pdf



Board Agenda Item #	II C: Information/Discussion Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda D. Lopez, Chief External Officer (CXO)
RE:	Enrollment Update October 2022

### **Proposed Board Recommendation**

No action is needed. This item is a continuation of enrollment progress across all Magnolia Public School sites. The information will address the current enrollment numbers as of Census day which fell on October 5, 2022 this school year

### **Introduction**

Annually Census day marks the official date when the official count of student enrollment is taken and reported to California Longitudinal Pupil Achievement Data System (CalPads). This count informs school funding.

### **Background**

Last school year 2021-2022 we recorded 3,708 student enrollment on Census Day, the projected enrollment targets are set in the fall of the current school year for the upcoming school year. For example, this year's target enrollments were presented to the board and approved last fall 2021. Included is a table of the current school years target enrollment by school site.

<b>School Site and Grade Span</b>	<b>2022-23 Enrollment Targets</b>
MSA 1 (6-12)	730
MSA 2 (6-12)	513
MSA 3 (6-12)	413
MSA 4 (9-12)	115
MSA 5 (6-12)	250

MSA 6 (6-8)	120
MSA 7 (TK-5)	300
MSA Bell (6-8)	400
MSA SD (6-8)	443
MSA SA (TK-12)	520
<b>Total</b>	<b>3804</b>

### Analysis

This school year on Census Day we recorded 3,592 student enrollment, missing the enrollment target by 212 students across the organization.

<b>School Site and Grade Span</b>	<b>2022-23 Enrollment Targets</b>	<b>2022-2023 Census Day Enrollment</b>	<b>Difference (+/-)</b>
MSA 1 (6-12)	730	696	<b>-34</b>
MSA 2 (6-12)	513	511	<b>-2</b>
MSA 3 (6-12)	413	381	<b>-32</b>
MSA 4 (9-12)	115	102	<b>-13</b>
MSA 5 (6-12)	250	238	<b>-12</b>
MSA 6 (6-8)	120	91	<b>-29</b>
MSA 7 (TK-5)	300	263	<b>-37</b>
MSA Bell (6-8)	400	385	<b>-15</b>
MSA SD (6-8)	443	423	<b>-20</b>
MSA SA (TK-12)	520	502	<b>-18</b>
<b>Total</b>	<b>3804</b>	<b>3592</b>	<b>-212</b>

School site leaders will share their reflection on student enrollment, what factors impacted their enrollment and how they are addressing the takeaways that fall within their locus of control informed by data.

Affirmations for this year's enrollment include an increase in enrollment from the previous school year targets for some school sites and student retention rates.

School Site and Grade Span	2021-22 Enrollment	2022-2023 Census Day Enrollment	Difference (+)
MSA 2 (6-12)	504	511	+7
MSA 6 (6-8)	83	91	+7
MSA SD (6-8)	421	423	+2

Higher retention rates in 2022-23 compared to 2021-2022 for almost all primary grades

### Current School Year 2022-23

	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Total
MPS	10	41	75	90	88	73	39	580	672	377	377	291	277	2990
Retained Count	10	40	69	81	80	64	35	535	608	233	323	257	260	2595
Retention Rate	100.00%	97.56%	92.00%	90.00%	90.91%	87.67%	89.74%	92.24%	90.48%	61.80%	85.68%	88.32%	93.86%	86.79%

### Previous School Year 2021-2022

	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Total
MPS	11	77	96	96	86	91	42	633	760	417	316	299	266	3190
Retained Count	10	67	89	84	73	85	34	566	678	292	274	277	259	2788
Retention Rate	90.91%	87.01%	92.71%	87.50%	84.88%	93.41%	80.95%	89.42%	89.21%	70.02%	86.71%	92.64%	97.37%	87.40%

### 2020-2021 School Year

	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	Total
MPS	23	95	103	99	98	75	51	738	890	397	345	294	239	3447
Retained Count	20	83	89	82	86	67	49	655	794	256	294	268	219	2962
Retention Rate	86.96%	87.37%	86.41%	82.83%	87.76%	89.33%	96.08%	88.75%	89.21%	64.48%	85.22%	91.16%	91.63%	85.93%

Understanding the why and how for continuing to improve systems at the school site level to address the elements for recruiting and retaining students is critical and include

- Intentional marketing and outreach activities
- Analyzing exit/ entry data during the school year
- Intent to Return form process touch points
- Touch points with new and prospective families prior to close of open enrollment

**Budget Implications**

The budget implications for not reaching enrollment targets can impact various line items at each school. A reflection of the budget impact will be shared with the board in the upcoming month.

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

Refining systems informed by data and sharing practices across the organization

**Exhibits (Attachments):**

- N/A Screenshot included in this cover letter

## Coversheet

### Approval of Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

**Section:** III. Consent Items  
**Item:** A. Approval of Updated MPS Health and Safety Policy and  
Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Updated MPS Health and Safety Policy and IPP COVID-19 Addendum.pdf



Board Agenda Item #	III A: Consent Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, HR Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy alongside the Injury and Illness Prevention Program (“IIPP”) COVID-19 addendum.

Introduction

- The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

- The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, May, June, and September 2022 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

**MPS Health and Safety Policy for COVID-19** updates are as follows:

- Effective September 17, 2022, MSA-1, 5, Santa Ana, and San Diego, employees, volunteers, contractors, vendors, and other adults supporting school functions are no longer required to provide proof of vaccination or to participate in weekly testing.

**MPS IIPP COVID-19 Addendum** updates are as follows:

- COVID-19 supplemental paid sick leave are extended until December 31, 2022. Employees are entitled to an allotment of up to 80 hours of paid supplemental paid sick leave if they are unable to work or telework due to COVID-19 related reasons.

Budget Implications:

There are no budget implications.

Exhibits (attachments):

- Updated MPS Health and Safety Policy (with redline).....Pg. 3
- Updated MPS Health and Safety Policy (without redline).....Pg. 43
- Updated MPS IIPP COVID-19 Addendum (with redline).....Pg. 83

Updated MPS IIPP COVID-19 Addendum (without redline).....Pg. 107





Updated on 09/08/2022

#### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

250 E. 1<sup>st</sup> Street Suite 1500, Los Angeles, CA 90012 | [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this

Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or **have tested positive**.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

## 2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
    - Have you had any one or more of these symptoms today or within the past 48

hours? Are these symptoms new or not explained by another reason?

- Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.
- If the student, staff, parent, or visitor answers "no" to all questions, he or she may enter the school.
  - If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
  - Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
  - Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
  - Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
  - A check in area should be established on campus for health screenings to be performed

privately and with enough space to allow physical distancing.

- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.
- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.
- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases, **as required by health authority guidance and this policy.**
- The Charter School's COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - **Any employees experiencing symptoms of COVID-19**, regardless of whether there is a known exposure, and
  - **Any employee with close contact exposure, whether to a single case, an outbreak, or a major outbreak.**
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also

<sup>1</sup> Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

<sup>2</sup> Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.

- Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - [Testing Required at MSA-SD and Home Office:](#)  
Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy....
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional

**Deleted:** <#>Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-1, 5, 7, and MSA-SA employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.¶

Testing Required at MSA-SD and Home Office:¶  
Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-San Diego and Home Office employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy....



frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.

- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials **as required by local public health department guidance.**
- Student consent for testing:
  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored

separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority **to the extent required by their county health department.**
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.

- Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
- Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- Students in the isolation area will be monitored by a staff member.
- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. **Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.**
- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND

- An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
- NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
- If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
- Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.

- MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
- MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.

- For Los Angeles County Charter School locations: The Charter School will report **any clusters of three or more** school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):[https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All **cluster reporting** notifications should be submitted **to LACDPH** within 1 business day of being notified of the **third** case **within any group**. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.
    - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;

- Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
  - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
    - For TK/K-3 opportunities must occur daily.
    - For 4-8 opportunities must occur weekly along with daily live interaction.
    - For 9-12 opportunities must occur weekly.
    - Can be classroom style, designated small group, or one-on-one.
  - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil’s participation in synchronous instruction.
  - Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if

asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

- **Outbreak.** In the event of an outbreak or cluster at a Charter School:
  - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>4</sup>
  - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US).
  - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
  - The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
  - The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
  - Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
  - Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
  - Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound

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<sup>4</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.



policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
  - Persons with an outdoor exposure at school are not considered close contacts.
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>5</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - [After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.](#)
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

<sup>5</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
  - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - **MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.**
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
- **Quarantine Procedures.**
  - **MSA 1, 5, and 7 Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. [Employee close contacts who do not test and upload their result into the Daily Pass between Day 3-5 after last exposure will not be permitted on campus.](#) Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
  - **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90

days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

- **MSA SD Employees**, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- **MSA 1, 5, and 7 Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- **MSA 2, 3, 4, 6, and 8 Students**, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. [Student close contacts who do not test and upload their result into the Daily Pass between Day 3-5 after last exposure will not be permitted on campus.](#) Students who have had a positive COVID-19 test within the last 90 days are exempt from testing. **If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.**
- **MSA SA Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.
- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.

○ ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***

Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

**7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.

- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:

- If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
- Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and

require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.

- To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.



- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following

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exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students and staff of MSA- 2, 3, 4, 6 and 8 who are exposed to a confirmed case and who have a mask exemption may wear a face shield with a drape along the bottom edge if tolerable instead of a mask, but if they cannot tolerate a face shield, they must remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure to remain in school.

- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.

- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
  - Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

**13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.** Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.

- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

**Deleted:** , and to facilitate a safe and meaningful return to in-person instruction

**Deleted:** <#>Pursuant to the California “State Public Health Officer Order of August 11, 2021,” (“Order”) all employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA -1, 5, Santa Ana, and San Diego campuses must either provide the School with proof of COVID-19 vaccination status or test for COVID-19 at least once per week. For employees, this directive is a condition of both employment and continued employment.

- Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any

**Deleted: COVID-19 Employee Testing**

Pursuant to the Order, all MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MSA-1, 5, 7, Santa Ana, and San Diego campuses who are either unvaccinated or incompletely vaccinated must undergo COVID-19 testing at least once per week.

Previous history of COVID-19 from which the individual recovered more than ninety (90) days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.



accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**

- Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.

- **Non-Compliance:**

- Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
- The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.

**Deleted:** <#>Employees at the MSA -1, 5, Santa Ana, and San Diego campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed unvaccinated and must be required to test for COVID-19 at least once per week. On or after October 15, 2021, employees to fail to test for COVID-19 will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing. ¶

- Employee with any questions regarding the Charter School’s Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.

- Parents/guardians may be present at, but will not be required to attend, their child's appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**
  - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the "Vaccinations" tab of their student's Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
  - At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
  - To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.

- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.
  - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy

and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.

- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

**Specialized Services for defined subgroups of children (T1)**

Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address \_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					

Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

<b>The following information was sent to parents/students prior to the start of in-person services: (check all that apply)</b>	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms – or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

[4882-9000-3761, v. 4](#)

Deleted: 4882-9000-3761, v. 2





Updated on 10/06/2022

### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this

Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

**2. Wellness Checks and Temperature Screenings:**

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following information:
    - Have you had any one or more of these symptoms today or within the past 48

hours? Are these symptoms new or not explained by another reason?

- Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case’s infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation.
- If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
  - If the student, staff, parent, or visitor answers “yes” to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
  - Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all quarantine and close contact guidance set forth in Section 6 of this Policy.
  - Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
  - Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
  - A check in area should be established on campus for health screenings to be performed

privately and with enough space to allow physical distancing.

- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.
- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.
- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases, as required by health authority guidance and this policy.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
  - Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and
  - Any employee with close contact exposure, whether to a single case, an outbreak, or a major outbreak.
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also

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<sup>1</sup> Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

<sup>2</sup> Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.

- Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
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- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional



frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.

- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:
  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored

separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.

- Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
- Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- Students in the isolation area will be monitored by a staff member.
- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND

- An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
- NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
- If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.
- Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.
- Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's IIPP addendum.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.

- MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
- MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.

- For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):[https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.
  - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
  - Close off areas used by any sick person and do not use before cleaning and disinfection.
  - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
  - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
  - Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
  - Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
  - Maintain regular communications with the local public health department.
  - If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
    - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
    - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;

- Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
  - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
    - For TK/K-3 opportunities must occur daily.
    - For 4-8 opportunities must occur weekly along with daily live interaction.
    - For 9-12 opportunities must occur weekly.
    - Can be classroom style, designated small group, or one-on-one.
  - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil’s participation in synchronous instruction.
- Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if

asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

- **Outbreak.** In the event of an outbreak or cluster at a Charter School:
  - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>4</sup>
  - The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US).
  - The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
  - The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
  - The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
  - Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
  - Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
  - Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound

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<sup>4</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.



policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation).
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
  - Persons with an outdoor exposure at school are not considered close contacts.
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>5</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

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<sup>5</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
  - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
- **Quarantine Procedures.**
  - **MSA 1, 5, and 7 Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 90 days are exempt from testing.
  - **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 90 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

- ***MSA SD Employees***, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- ***MSA 1, 5, and 7 Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- ***MSA 2, 3, 4, 6, and 8 Students***, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 90 days are exempt from testing. If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.
- ***MSA SA Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 90 days.
- ***MSA SD Students***, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 90 days do not need to test.
- ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***  
Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when

eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 90 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

### **7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.

- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:
  - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
  - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.

- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients

(hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.

- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.



- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health’s “COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs” and the Los Angeles County Department of Public Health’s “Protocol for Organized Youth Sports: Appendix S” in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus’s COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH’s sports-related COVID-19 guidance.
  - Each Los Angeles campus’s COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus’s COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH’s youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:
  - Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
  - Masks are strongly recommended indoors for all spectators and observers.

- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students

and staff of MSA- 2, 3, 4, 6 and 8 who are exposed to a confirmed case and who have a mask exemption may wear a face shield with a drape along the bottom edge if tolerable instead of a mask, but if they cannot tolerate a face shield, they must remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure to remain in school.

- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.
- The Charter School will evaluate any employee’s request for accommodation from the Charter School’s facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees

requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
  - Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment.

Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

### **13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.**

Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been

reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School

employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.
  - Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
  - Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its

employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.

- **Proof of COVID-19 Vaccination:**

- Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
  - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
  - A photo of a Vaccination Record Card as a separate document; OR
  - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
  - Documentation of COVID-19 vaccination from a health care provider; OR
  - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
  - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
- Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
- Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
- The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.

- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**



- Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.
- **Non-Compliance:**
  - Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave, if available and upon request.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees,

students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child’s appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**
  - To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the “Vaccinations” tab of their student’s Daily Pass.

Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.

- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District's Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.
  - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

**Appendix**

**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address \_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

<b>The following information was sent to parents/students prior to the start of in-person services: (check all that apply)</b>	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options





## **INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM**

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health (“CDPH”). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

### **Background**

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

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COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, \* he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

\*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

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deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

### **COVID-19 Infection Control Plan**

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

#### **1. Design, implement, update and maintain a COVID-19 Infection Control Plan:**

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

#### **2. Adjust operations to slow the spread:**

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

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- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings<sup>1</sup> are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

### 3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
  - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
  - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
  - Reviewing and incorporating all applicable federal, state, and local public health

<sup>1</sup> Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

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- guidance related to COVID-19, as well as any other industry-specific guidance.
- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
  - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
  - Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
    - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
    - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
    - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

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School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk Maria Czerner-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - Determine what PPE is needed for each workers' specific job duties,

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- Select and provide appropriate PPE to the workers at no cost, and
- Train their workers on its correct use.

#### 4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

##### Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”<sup>2</sup> in the workplace, the Charter School will:
  - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - Investigate whether other Charter School employees or any other third parties may have had close contacts exposure<sup>3</sup> by evaluating the activities of the COVID-19 case at the Charter School campus during the **infectious period<sup>4</sup> of the COVID-19 case.**
  - Give notice of potential exposure, within one (1) business day, and without revealing any personally identifying information<sup>5</sup> of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
    - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
    - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
  - Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
  - Provide all employees who had close contacts exposure in the workplace with information regarding:
    - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
    - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
  - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

<sup>2</sup> Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) has a positive COVID-19 test, or 2) **has a positive COVID-19 diagnosis from a licenses health care provider;** or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

<sup>3</sup> “Close contact” is defined by Cal/OSHA as “being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.”

<sup>4</sup> “Infectious period” means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

<sup>5</sup> All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

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- Magnolia COVID-19 Supplemental Paid Sick Leave Program
  - Pursuant to state law, employees of the Charter School are entitled to COVID-19 Supplemental Paid Sick Leave of up to 80 hours if one of various causes related to COVID-19 makes it impossible for that employee to work or to telework.
  - COVID-19 Supplemental Paid Sick Leave hours may be claimed until December 31, 2022.
  - Employees are entitled to an allotment of up to 80 total hours of paid supplemental sick leave if they are unable to work or telework due to the following reasons:
    - The employee is subject to quarantine or isolation period related to COVID-19 as defined by order or guidance of the CDC, CDPH, or local public health officer. If subject to multiple such orders, the employee may use leave for the length of the minimum exclusion period under the longest applicable order or guidance;
    - The employee has been advised by a health care provider to isolate or quarantine due to COVID-19;
    - The employee is attending an appointment for themselves or a family member to receive a vaccine or a vaccine booster for protection against COVID-19;
    - The employee is experiencing symptoms or caring for a family member experiencing symptoms, related to a COVID-19 vaccine or booster and those symptoms prevent the employee from working or teleworking;
    - The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis;
    - The employee is caring for a family member who is subject to a quarantine or isolation order or has been advised to isolate or quarantine by a health provider;
    - The employee is caring for a child whose school or place of care is closed or otherwise unavailable for reasons related to COVID-19.
    - The employee tests positive for COVID-19 or has to remain out of work to care for a family member that tests positive for COVID-19
  - Full time employees may draw upon up to a maximum of 80 hours of supplemental paid sick leave for work time missed between January 1, 2022 and December 31, 2022. Part time employees may be entitled to fewer hours of leave and should consult with their supervisor to confirm their eligibility.
  - The Charter School shall not require an employee to use any other paid or unpaid leave, paid time off, or vacation time provided by the employer to the employee before the employee may use COVID-19 supplemental paid sick leave.
  - Employees should contact their supervisor with any questions about Magnolia's COVID-19 Supplemental Paid Sick Leave program.

- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
  - For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee

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had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.

- Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
  - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
  - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
  - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
  - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
  - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.
- When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
- Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act ("FFCRA"), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.
- Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
  - 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or

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- FFCRA leave; or
  - 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death<sup>6</sup> of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

**AB 685**

Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school's testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same worksite<sup>7</sup> as the qualifying individual<sup>8</sup> within the infectious period<sup>9</sup> that they may have been exposed to COVID-19.<sup>10</sup>

<sup>6</sup> Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

<sup>7</sup> The "worksites" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

<sup>8</sup> A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

<sup>9</sup> The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

<sup>10</sup> Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

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- (b) Provide a written notice to the exclusive representative, if any, of the above employees.<sup>11</sup>
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
  - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.<sup>12</sup>
- The Chief Executive Officer or designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

### Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.
2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
  - Options to telework, if available and reasonable.

<sup>11</sup> Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

<sup>12</sup> A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

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- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
- Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

**3. Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).
- Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

**4. Face Coverings**

- The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees who are required to wear a face covering pursuant to state or local public health order are not required to wear face coverings in the following situations:
  - 1) When an employee is alone in a room or vehicle,
  - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
  - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
  - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
  - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.

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- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

#### **5. Respirators and PPE**

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

#### **6. Engineering Controls**

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air (“HEPA”) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

#### **7. Limit Sharing of Tools, Equipment, and PPE**

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

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## 8. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak<sup>13</sup>, or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group<sup>14</sup>, during employees' paid time, except:
    - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
    - 2) employee who had COVID-19 within the last ninety (90) days.
  - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
  - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a "major COVID-19 outbreak,"<sup>15</sup> the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19

<sup>13</sup> An outbreak is defined by Cal/OSHA occurs when "three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period," and applies until there are "no new COVID-19 cases detected in the exposed group a workplace for a 14-day period."

<sup>14</sup> "Exposed group" is defined as "all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas," subject to limited exceptions.

<sup>15</sup> Cal/OSHA provides that a major outbreak occurs when "20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period" and applies "until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period."

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vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.

- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

#### **Record Keeping and Availability of Plan**

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

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## Appendix A

### Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

<b>Engineering (Facilities and Equipment)</b>
<ul style="list-style-type: none"> <li>• Assess job hazards for feasibility of engineering controls</li> <li>• Ensure ventilation and water systems operate properly</li> </ul>
<b>Administrative</b>
<p><b>Management and Communications</b></p> <ul style="list-style-type: none"> <li>• Monitor state and local public health communications about COVID-19</li> <li>• Require students who are ill to stay home</li> <li>• Encourage sick workers to report symptoms, stay home, and follow CDC guidance</li> <li>• Develop strategies to:             <ul style="list-style-type: none"> <li>○ communicate with staff</li> <li>○ manage staff concerns</li> </ul> </li> <li>• Remind staff of available support services</li> <li>• Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.</li> <li>• Cancel group events</li> <li>• Close/limit use of shared spaces</li> <li>• Consider policies that encourage flexible sick leave and alternative work schedules.</li> <li>• Schedule stocking during off-peak hours</li> </ul> <p><b>Cleaning and Disinfection</b></p> <ul style="list-style-type: none"> <li>• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)</li> <li>• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19</li> </ul> <p><b>Training</b></p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> <li>• Symptoms, emergency warning signs and high-factors for COVID-19</li> <li>• Policies to reduce the spread of COVID-19</li> <li>• The Charter School's COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.</li> <li>• Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."</li> <li>• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers' compensation law, the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.</li> </ul>

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- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School’s policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
  - 1) How to properly wear the respirator provided; and
  - 2) How to perform a seal check according to the manufacturer’s instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School’s COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

**Personal Protective Equipment (PPE)**

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.



**APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS**

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

**Person(s) conducting the evaluation:**

_____	_____
_____	_____
_____	_____

**Date:**

**Name(s) of employee and authorized employee representative that participated:**

_____	_____
_____	_____



Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation



COVID-19 Inspections<sup>16</sup>

Date: \_\_\_\_\_

Name of person(s) conducting the inspection:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Work location evaluated: \_\_\_\_\_  
 \_\_\_\_\_

Exposure Controls <sup>17</sup>	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
<b>Administrative</b>			
Physical distancing			

<sup>16</sup> Please review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

<sup>17</sup> Use empty cells to add any additional controls that the School is using.



Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
<b>PPE</b> (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



#### Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:** [enter date]

**Name of person conducting the investigation:** [enter name(s)]

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	



<p><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>	
--	--

<p><b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b></p>		
<p><b>All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	



<p><b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b></p>		<p><b>What could be done to reduce exposure to COVID-19?</b></p>	
<p><b>Was local health department notified?</b></p>		<p><b>Date:</b></p>	

\*Should an employer be made aware of a non-employee infection source COVID-19 status.

[4878-8806-7383, v. 2](#)





## **INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM**

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year from the California Department of Public Health (“CDPH”). This document additionally complies with the temporary Cal/OSHA regulations issued June 18, 2021, which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable legal and public health requirements. Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

### **Background**

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening or already reopened.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, \* he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

\*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site.

## **COVID-19 Infection Control Plan**

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

### **1. Design, implement, update and maintain a COVID-19 Infection Control Plan:**

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

### **2. Adjust operations to slow the spread:**

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.

- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. If the Charter School conducts screening indoors at the workplace, the employer shall ensure that face coverings<sup>1</sup> are used during screening by both screeners and employee, and if temperatures are measured, that non-contact thermometers are used.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics and be sure to maintain confidentiality of each individual's medical status and history.

### 3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
  - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
  - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms. This includes an evaluation of employees' potential workplace exposure to all persons at the workplace or who may enter the workplace, including coworkers, students, employees of other entities, members of the public, customers or clients, and independent contractors. During this evaluation, the Charter School will also consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work locations.
  - Reviewing and incorporating all applicable federal, state, and local public health

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<sup>1</sup> Cal/OSHA defines "face coverings" as "a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers (i.e., fabrics that do not let light pass through when held up to a light source) that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers... A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the non-cloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively."

- guidance related to COVID-19, as well as any other industry-specific guidance.
- From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
  - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
  - Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
    - The School will consult with employees' exclusive representatives and coordinate a virtual safety meeting prior to the start of the school year.
    - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur prior to the start of the school year and on a as needed bases thereafter. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
    - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Brad Plonka	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Ali Kaplan	818-705-5676
Magnolia Science Academy-6	James Choe	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk Maria Czermer-Rowell	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - Determine what PPE is needed for each workers' specific job duties,

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- Select and provide appropriate PPE to the workers at no cost, and
- Train their workers on its correct use.

#### 4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

##### Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”<sup>2</sup> in the workplace, the Charter School will:
  - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
  - Investigate whether other Charter School employees or any other third parties may have had close contacts exposure<sup>3</sup> by evaluating the activities of the COVID-19 case at the Charter School campus during the infectious period<sup>4</sup> of the COVID-19 case.
  - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information<sup>5</sup> of the COVID-19 case, and in the manner the Charter School normally uses to communicate employment-related information, to:
    - 1) All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period, and their authorized representatives, if any, and
    - 2) Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.
  - Make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
  - Provide all employees who had close contacts exposure in the workplace with information regarding:
    - 1) COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick and vaccination leave, if applicable, workers’ compensation law, local governmental requirements, Charter School leave policies as well as any leave guaranteed by contract and/or Cal/OSHA;
    - 2) Potential COVID-19 exclusion pay eligibility, if applicable.
  - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

<sup>2</sup> Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) has a positive COVID-19 test, or 2) has a positive COVID-19 diagnosis from a licensed health care provider; or 3) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 4) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

<sup>3</sup> “Close contact” is defined by Cal/OSHA as “being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the currently applicable CDPH definition of the infectious period of a COVID-19 case, unless close contact is defined by regulation or order of the CDPH, in which case the CDPH definition shall apply.

<sup>4</sup> “Infectious period” means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition applies: 1) For COVID-19 cases who develop COVID-19 symptoms, from two days before they first develop symptoms until all of the following are true: it has been 10 days since symptoms first appeared 24 hours have passed with no fever, without the use of fever-reducing medications; and symptoms have improved; 2) For COVID-19 cases who never develop COVID-19 symptoms, from two days before until 10 days after the specimen for their first positive test for COVID-19 was collected.

<sup>5</sup> All personally identifying information related to COVID-19 cases or those who will develop COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

- Magnolia COVID-19 Supplemental Paid Sick Leave Program
  - Pursuant to state law, employees of the Charter School are entitled to COVID-19 Supplemental Paid Sick Leave of up to 80 hours if one of various causes related to COVID-19 makes it impossible for that employee to work or to telework.
  - COVID-19 Supplemental Paid Sick Leave hours may be claimed until December 31, 2022.
  - Employees are entitled to an allotment of up to 80 total hours of paid supplemental sick leave if they are unable to work or telework due to the following reasons:
    - The employee is subject to quarantine or isolation period related to COVID-19 as defined by order or guidance of the CDC, CDPH, or local public health officer. If subject to multiple such orders, the employee may use leave for the length of the minimum exclusion period under the longest applicable order or guidance;
    - The employee has been advised by a health care provider to isolate or quarantine due to COVID-19;
    - The employee is attending an appointment for themselves or a family member to receive a vaccine or a vaccine booster for protection against COVID-19;
    - The employee is experiencing symptoms or caring for a family member experiencing symptoms, related to a COVID-19 vaccine or booster and those symptoms prevent the employee from working or teleworking;
    - The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis;
    - The employee is caring for a family member who is subject to a quarantine or isolation order or has been advised to isolate or quarantine by a health provider;
    - The employee is caring for a child whose school or place of care is closed or otherwise unavailable for reasons related to COVID-19.
    - The employee tests positive for COVID-19 or has to remain out of work to care for a family member that tests positive for COVID-19
  - Full time employees may draw upon up to a maximum of 80 hours of supplemental paid sick leave for work time missed between January 1, 2022 and December 31, 2022. Part time employees may be entitled to fewer hours of leave and should consult with their supervisor to confirm their eligibility.
  - The Charter School shall not require an employee to use any other paid or unpaid leave, paid time off, or vacation time provided by the employer to the employee before the employee may use COVID-19 supplemental paid sick leave.
  - Employees should contact their supervisor with any questions about Magnolia's COVID-19 Supplemental Paid Sick Leave program.
  
- Effective immediately, and pursuant to current Cal/OSHA regulations:
  - Employers shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. Employers shall develop, implement, and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.
  - For employees excluded from work for quarantine, employers shall continue and maintain an employee's earnings, wages, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if the employee

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had not been removed from their job. Employers may use employer-provided employee sick leave for this purpose to the extent permitted by law. Wages due under this subsection are subject to existing wage payment obligations and must be paid at the employee's regular rate of pay no later than the regular pay day for the pay period(s) in which the employee is excluded. Unpaid wages owed under this subsection are subject to enforcement through procedures available in existing law. If an employer determines that one of the exceptions below applies, it shall inform the employee of the denial and the applicable exception.

- Charter School employees with confirmed COVID-19, regardless of vaccination status, previous infection, or lack of symptoms, must be excluded from campus until:
  - At least five days have passed from the date that COVID-19 symptoms began, or, if the person does not develop COVID-19 symptoms, from the date of the first positive COVID-19 test.
  - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
  - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
  - If an individual's COVID-19 symptoms are not resolving, they may not return to work until 1) At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication, and 2) Symptoms are resolving or 10 days have passed from when the symptoms began.
  - Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.
- When an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted even if the order exceeds the specified exclusion requirements here and in the ETS or CDPH recommendation.
- Employees excluded from campus due to close contact COVID-19 exposure may be entitled to salary continuation during the applicable exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act ("FFCRA"), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period.
- Employees excluded from work due to close contact COVID-19 exposure are not entitled to salary continuation if either of the following applies:
  - 1) If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period or

- FFCRA leave; or
  - 2) If an employee received disability payments or was covered by workers' compensation and received temporary disability.
- Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
- Effective immediately, upon notice any COVID-19-related serious illnesses or death<sup>6</sup> of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA. Notwithstanding the foregoing, for all Charter School campuses co-located on Los Angeles Unified School District campuses, Charter School will also comply with all requirements implemented by LAUSD related to testing and quarantining/isolation.

### **AB 685**

Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school’s testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same worksite<sup>7</sup> as the qualifying individual<sup>8</sup> within the infectious period<sup>9</sup> that they may have been exposed to COVID-19.<sup>10</sup>

<sup>6</sup> Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

<sup>7</sup> The “worksites” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

<sup>8</sup> A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

<sup>9</sup> The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

<sup>10</sup> Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

- (b) Provide a written notice to the exclusive representative, if any, of the above employees.<sup>11</sup>
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
  - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021, the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.<sup>12</sup>
- The Chief Executive Officer or designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

## Measures to Maintain Healthy Ongoing School Operations

1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.
2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19. As a result, employees may request a legally recognized accommodation related to such conditions. While the School will work to provide reasonable accommodations where applicable, the School cannot guarantee the availability of any specific accommodations. Such accommodations could include, but are not limited to:
  - Options to telework, if available and reasonable.

<sup>11</sup> Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

<sup>12</sup> A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

- Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
- Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

**3. Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

- Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Communicate how employees may request medical or other legally recognized accommodations from mandatory conditions of employment or continued employment with the School. Employees who wish to request a legally recognized accommodation may contact human resources via email at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).
- Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

**4. Face Coverings**

- The Charter School will provide employees with face coverings and ensure they are worn by employees when required by orders from CDPH.
- The Charter School will ensure that face coverings are clean and undamaged, and that they are worn over the nose and mouth. Face shields are not a replacement for face coverings, although they may be worn together for additional protection,
- Employees who are required to wear a face covering pursuant to state or local public health order are not required to wear face coverings in the following situations:
  - 1) When an employee is alone in a room or vehicle,
  - 2) While eating or drinking at the workplace, provided employees are at least six (6) feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible possible,
  - 3) Employees wearing respirators required by the employer and used in compliance in accordance with all safety guidelines,
  - 4) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person,
  - 5) Specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.

- Employees exempted from wearing face coverings due to a medical condition, mental health condition, or disability shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it.
- The Charter School will not prevent an employee from wearing a face covering when not required by this Policy or applicable law, unless it would create a safety hazard, such as interfering with the safe operation of equipment.
- Even if face coverings are not required by Policy or applicable law, the Charter School will provide face coverings to any employee, upon request.
- The Charter School will implement measures to communicate to students and other non-employees the face coverings requirements on campus.

## **5. Respirators and PPE**

- The Charter School will evaluate the need for personal protective equipment to prevent exposure to COVID-19 hazards, such as gloves, goggles, and face shields, and provide such personal protective equipment as needed.
- Upon request, the Charter School shall provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one (1) person. If any employees are voluntarily using such respirators, the Charter School will encourage their use and ensure employees are provided with the correct respirator size.

## **6. Engineering Controls**

- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.
- To the extent feasible, the Charter School will consider whether the use of portable or mounted High Efficiency Particulate Air (“HEPA”) filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission on campus.

## **7. Limit Sharing of Tools, Equipment, and PPE**

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

## 8. COVID-19 Testing:

- If an employee has COVID-19 symptoms, the Charter School will make COVID-19 testing available to such employees at no cost and during paid time.
- In the event of one (1) confirmed case on campus, the Charter School will make COVID-19 testing available at no cost, during paid time to all Charter School employees who had close contacts exposure in the workplace.
- In the event of one (1) COVID-19 case, an outbreak<sup>13</sup>, or a major outbreak at the Charter School campus, the Charter School will make COVID-19 testing available during paid time to all employees who had close contacts exposure to COVID-19 in the workplace.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  - The Charter School will make COVID-19 testing available at no cost to its employees within the exposed group<sup>14</sup>, during employees' paid time, except:
    - 1) employees who were not present at the Charter School campus during the relevant fourteen (14) day period, or
    - 2) employee who had COVID-19 within the last ninety (90) days.
  - After initially offering COVID-19 testing to all employees in an exposed group, the Charter School will make such testing available again one (1) week later.
  - After these first two (2) COVID-19 tests, the Charter School will make COVID-19 testing available once a week at no cost, during paid time, to all employees in the exposed group who remain at the workplace until there is no longer an outbreak.
- In the event of a “major COVID-19 outbreak,”<sup>15</sup> the Charter School will provide COVID-19 testing outlined above for outbreak situations, except that such testing will be made available to all employees, regardless of their COVID-19 vaccination status.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19

<sup>13</sup> An outbreak is defined by Cal/OSHA occurs when “three or more employee COVID-19 cases within an exposed group . . . visited the workplace during their high-risk exposure period at any time during a 14-day period,” and applies until there are “no new COVID-19 cases detected in the exposed group workplace for a 14-day period.”

<sup>14</sup> “Exposed group” is defined as “all employees at a work location, working area, or a common area at work, where an employee COVID-19 case was present at any time during the high-risk exposure period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas,” subject to limited exceptions.

<sup>15</sup> Cal/OSHA provides that a major outbreak occurs when “20 or more employee COVID-19 cases in an exposed group . . . visited the workplace during their high-risk exposure period within a 30- day period” and applies “until there are fewer than three COVID-19 cases detected in the exposed group for a 14-day period.”

vaccination status. Further information regarding applicable cadences for COVID-19 testing may be found in the MPS COVID-19 Health and Safety Policy.

- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

### **Record Keeping and Availability of Plan**

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

## Appendix A

### Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

<b>Engineering (Facilities and Equipment)</b>
<ul style="list-style-type: none"> <li>• Assess job hazards for feasibility of engineering controls</li> <li>• Ensure ventilation and water systems operate properly</li> </ul>
<b>Administrative</b>
<p><b>Management and Communications</b></p> <ul style="list-style-type: none"> <li>• Monitor state and local public health communications about COVID-19</li> <li>• Require students who are ill to stay home</li> <li>• Encourage sick workers to report symptoms, stay home, and follow CDC guidance</li> <li>• Develop strategies to:             <ul style="list-style-type: none"> <li>○ communicate with staff</li> <li>○ manage staff concerns</li> </ul> </li> <li>• Remind staff of available support services</li> <li>• Communicate to partners, suppliers, other contractors on policies and practices, including face covering requirements.</li> <li>• Cancel group events</li> <li>• Close/limit use of shared spaces</li> <li>• Consider policies that encourage flexible sick leave and alternative work schedules.</li> <li>• Schedule stocking during off-peak hours</li> </ul> <p><b>Cleaning and Disinfection</b></p> <ul style="list-style-type: none"> <li>• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)</li> <li>• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19</li> </ul> <p><b>Training</b></p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> <li>• Symptoms, emergency warning signs and high-factors for COVID-19</li> <li>• Policies to reduce the spread of COVID-19</li> <li>• The Charter School’s COVID-19 procedures designed to protect employees from COVID-19 exposure and hazards, as well as how employees can participate in the identification and evaluation of potential COVID-19 hazards.</li> <li>• Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”</li> <li>• COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, California COVID-19 Supplemental Paid Sick leave, FFCRA, legally mandated sick and vaccination leave, workers’ compensation law, the Charter School’s leave policies, and any other rights by contract or collective bargaining agreement.</li> </ul>

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- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 but are most effective when used in combination..
- General hygiene
- Cleaning and disinfection
- Cloth face coverings
- Use of PPE
- Safe work practices
- Stress management
- The Charter School’s policies for providing respirators, and the right of employees who are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation and at no cost to employees, including:
  - 1) How to properly wear the respirator provided; and
  - 2) How to perform a seal check according to the manufacturer’s instructions each time a respirator is worn, and the fact that facial hair interferes with a seal.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. COVID-19 is an airborne disease. N95s and more protective respirators protect the users from airborne disease while face coverings primarily protect people around the user.
- Information on the Charter School’s COVID-19 policies; how to access COVID-19 testing and vaccination; and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.
- The conditions under which face coverings must be worn at the workplace and that face coverings are additionally recommended outdoors for people who are not fully vaccinated if six (6) feet of distance between people cannot be maintained. Employees can request face coverings from the employer at no cost to the employee and can wear them at work, regardless of vaccination status, without fear of retaliation.

**Personal Protective Equipment (PPE)**

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.



**APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS**

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

**Person(s) conducting the evaluation:**

_____	_____
_____	_____
_____	_____

**Date:**

**Name(s) of employee and authorized employee representative that participated:**

_____	_____
_____	_____





COVID-19 Inspections<sup>16</sup>

**Date:** \_\_\_\_\_

**Name of person(s) conducting the inspection:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Work location evaluated:** \_\_\_\_\_  
 \_\_\_\_\_

Exposure Controls <sup>17</sup>	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
<b>Administrative</b>			
Physical distancing			

<sup>16</sup> Please review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

<sup>17</sup> Use empty cells to add any additional controls that the School is using.



Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
<b>PPE</b> (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



**Appendix C: Investigating COVID-19 Cases**

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:** [enter date]

**Name of person conducting the investigation:** [enter name(s)]

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	



<p style="text-align: center;"><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>	
--	--

<p><b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b></p>		
<p><b>All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	



<p><b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b></p>		<p><b>What could be done to reduce exposure to COVID-19?</b></p>	
<p><b>Was local health department notified?</b></p>		<p><b>Date:</b></p>	

**\*Should an employer be made aware of a non-employee infection source COVID-19 status.**



## Coversheet

### Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell

**Section:** III. Consent Items  
**Item:** B. Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-4, 6, 7, and Bell  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2022-23 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-4, 6, 7, and Bell.pdf



Board Agenda Item #	III B: Consent Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-4, 6, 7, and Bell

### Proposed Board Recommendation

I move that the board approve 2022-23 Compliance Monitoring and Certification of Board Compliance Review for Magnolia Science Academy-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 29 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 Triannual 1 submission.

Last year there were 27 areas on the document. The two new areas that were added are in regard to Title IX procedures as can be seen below.

<p>28. Commencing in Fiscal Year 2022-2023, charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).</p>
<p>29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state’s annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS),and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.</p>	<p>Participation in the CalSAAS.  Timely responses to the Monitoring Authority’s questions/requests in the CalSAAS.  Documentation of corrected misassignments.</p>

LAUSD requires that the Governing Board Chair sign each certification upon Board review and approval. The signed certification page will be part of Triannual 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 2022-23 (one per school: MSA-4 (pg. 3), 6 (pg. 14), 7 (pg. 25), and Bell (pg. 36))



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

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

ALBERTO M. CARVALHO  
Superintendent

VERONICA ARREGUIN  
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ  
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2022-2023**

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's 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 28, 2022**, as part of the school's triannual 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 submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 28, 2022.**
  
- (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 2022-2023*, 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 CSD via Dropbox no later than January 13, 2023.**

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. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” 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 2022-2023* 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 2022-2023* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

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 2022-2023

School Name: \_\_\_\_\_

Board President Name: \_\_\_\_\_

Charter Management Organization: \_\_\_\_\_

LAUSD Loc. Code: \_\_\_\_\_

**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 1-29; school administrator needs sign and date the certification page and submit all pages no later than October 28, 2022 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 13, 2023 via Dropbox.

**Note:** Checklist boxes cannot be left unchecked 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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2022-2023" form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> 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(1).	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 Ed. Code § 47605(1) and other applicable law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school’s most current <b>contact information</b> for each Governing Board member and the <b>2022-2023 Board meetings calendar</b> . See current	Accurate and updated school contact information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.			
	Calendar of Governing Board meeting dates and location(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , 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., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-located Charter Schools only-</b> 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-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the <b>LAUSD Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 6250, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its <b>Articles of Incorporation</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
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 <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	<ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>			
<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 <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan, Budget Overview for Parents, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> 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. Ed. Code §§ 17280 to 17317.</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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.		<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.		<input type="checkbox"/>	<input type="checkbox"/>
23. <b>For High Schools Only:</b> 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 Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Commencing in Fiscal Year 2022-2023, charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS), and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority's questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

**(By Friday, October 28, 2022)**

The undersigned hereby certifies that, on \_\_\_\_\_ the School Administrator of  
Date(s)

Name of Charter School  
 reviewed the school's compliance with legal, charter, and District policy requirements.

	<i>Musa Avasar</i>	
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**(By Friday, January 13, 2023)**

The undersigned hereby certifies that, on \_\_\_\_\_, the Governing Board of  
Date(s)

Name of Charter School  
 reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

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

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, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**ALBERTO M. CARVALHO**  
Superintendent

**VERONICA ARREGUIN**  
Chief Strategy Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2022-2023**

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's 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 28, 2022**, as part of the school's triannual 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 submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 28, 2022.**
- (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 2022-2023*, 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 CSD via Dropbox no later than January 13, 2023.**

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. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” 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 2022-2023* 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 2022-2023* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

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  
2022-2023**

School Name: **MAGNOLIA SCIENCE ACADEMY 6**

Board President Name: **MEKAN MUHAMMEDOV**

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 1-29; school administrator needs sign and date the certification page and submit all pages no later than October 28, 2022 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 13, 2023 via Dropbox.

**Note:** Checklist boxes cannot be left unchecked 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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	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 2022-2023" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
	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. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> 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 Ed. Code § 47605(l) and other 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 (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2022-2023 Board meetings calendar</b> . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.			
	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 <b>pre- and post-lottery and enrollment forms</b> 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 <b>training on the charter school's health, safety, and emergency procedures</b> , 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., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	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. <b>Co-located Charter Schools only-</b> 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-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the <b>LAUSD Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . 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 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 <b>suspensions, expulsions, and reinstatements</b> , 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 <b>communications, including the Parent Student Handbook</b> , 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 <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and 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 <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 6250, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<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 <b>Articles of Incorporation</b> 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. <b>By-laws</b> 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 <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
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 <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	<ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>			
<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 <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy 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"/>
18. The governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan, Budget Overview for Parents, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> 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. Ed. Code §§ 17280 to 17317.	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"/>
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.	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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, 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 Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. <b>For High Schools Only:</b> 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 Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 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"/>
28. Commencing in Fiscal Year 2022-2023, charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


**(By Friday, October 28, 2022)**

The undersigned hereby certifies that, on SEPTEMBER 29, 2022 the School Administrator of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY 6**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

JAMES CHOE	 <small>Mr. Choe (Sep 29, 2022 11:12 PDT)</small>	9/29/22
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**(By Friday, January 13, 2023)**

The undersigned hereby certifies that, on OCTOBER 13, 2022 , the Governing Board of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY 6**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

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

MEKAN MUHAMMEDOV		
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, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**ALBERTO M. CARVALHO**  
Superintendent

**VERONICA ARREGUIN**  
Chief Strategy Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2022-2023**

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's 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 28, 2022**, as part of the school's triannual 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 submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 28, 2022.**
- (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 2022-2023*, 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 CSD via Dropbox no later than January 13, 2023.**

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. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” 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 2022-2023* 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 2022-2023* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

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  
2022-2023**

School Name: **MAGNOLIA SCIENCE ACADEMY 7**

Board President Name: **MEKAN MUHAMMEDOV**

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 1-29; school administrator needs sign and date the certification page and submit all pages no later than October 28, 2022 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 13, 2023 via Dropbox.

**Note:** Checklist boxes cannot be left unchecked 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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	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 2022-2023" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
	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. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> 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 Ed. Code § 47605(l) and other 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 (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2022-2023 Board meetings calendar</b> . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.			
	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 <b>pre- and post-lottery and enrollment forms</b> 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 <b>training on the charter school's health, safety, and emergency procedures</b> , 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., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	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. <b>Co-located Charter Schools only-</b> 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-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the <b>LAUSD Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . 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 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 <b>suspensions, expulsions, and reinstatements</b> , 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 <b>communications, including the Parent Student Handbook</b> , 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 <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and 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 <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 6250, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<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 <b>Articles of Incorporation</b> 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. <b>By-laws</b> 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 <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
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 <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	<ul style="list-style-type: none"> <li>UCP policies</li> <li>UCP procedures</li> <li>UCP forms</li> </ul>			
<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 <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy 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 <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan, Budget Overview for Parents, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> 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. Ed. Code §§ 17280 to 17317.</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 students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , 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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, 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 Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. <b>For High Schools Only:</b> 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 Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 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"/>
28. Commencing in Fiscal Year 2022-2023, charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS), and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority's questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

**(By Friday, October 28, 2022)**

The undersigned hereby certifies that, on SEPTEMBER 29, 2022 the School Administrator of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY 7**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

MEAGAN WITTEK	 <small>Meagan Wittek (Sep 29, 2022 07:28 PDT)</small>	9/29/22
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**(By Friday, January 13, 2023)**

The undersigned hereby certifies that, on OCTOBER 13, 2022 , the Governing Board of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY 7**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

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

MEKAN MUHAMMEDOV		
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, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**ALBERTO M. CARVALHO**  
Superintendent

**VERONICA ARREGUIN**  
Chief Strategy Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2022-2023**

Dear Charter School Governing Board President and Charter School Leaders:

As part of oversight duties set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's 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 28, 2022**, as part of the school's triannual 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 submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than October 28, 2022.**
  
- (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 2022-2023*, 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 CSD via Dropbox no later than January 13, 2023.**

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. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-

quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders.” 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 2022-2023* 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 2022-2023* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance will all applicable laws, policies, and regulations.

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 2022-2023

School Name: **MAGNOLIA SCIENCE ACADEMY BELL**

Board President Name: **MEKAN MUHAMMEDOV**

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 1-29; school administrator needs sign and date the certification page and submit all pages no later than October 28, 2022 via Dropbox.

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**Note:** Checklist boxes cannot be left unchecked 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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	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 2022-2023" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
	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. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> 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 Ed. Code § 47605(l) and other 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 (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2022-2023 Board meetings calendar</b> . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.			
	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 <b>pre- and post-lottery and enrollment forms</b> 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 <b>training on the charter school's health, safety, and emergency procedures</b> , 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., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	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. <b>Co-located Charter Schools only-</b> 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-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the <b>LAUSD Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . 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 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 <b>suspensions, expulsions, and reinstatements</b> , 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 <b>communications, including the Parent Student Handbook</b> , 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 <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and 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 <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 6250, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<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 <b>Articles of Incorporation</b> 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. <b>By-laws</b> 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 <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
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 <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	<ul style="list-style-type: none"> <li>UCP policies</li> <li>UCP procedures</li> <li>UCP forms</li> </ul>			
<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 <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy 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"/>
18. The governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan, Budget Overview for Parents, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> 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. Ed. Code §§ 17280 to 17317.	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"/>
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.	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. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, 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 Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. <b>For High Schools Only:</b> 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 Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY OCTOBER 28, 2022		BOARD CERTIFICATION BY JANUARY 13, 2023
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 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"/>
28. Commencing in Fiscal Year 2022-2023, charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS), and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority's questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW


**(By Friday, October 28, 2022)**

The undersigned hereby certifies that, on SEPTEMBER 29, 2022 the School Administrator of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY BELL**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

LAURA SCHLOTTMAN	 <small>Laura Betsabe Schlottman (Sep 29, 2022 06:39 PDT)</small>	9/29/22
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**(By Friday, January 13, 2023)**

The undersigned hereby certifies that, on OCTOBER 13, 2022 , the Governing Board of  
Date(s)

**MAGNOLIA SCIENCE ACADEMY BELL**

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

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

MEKAN MUHAMMEDOV		
Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

## Coversheet

### Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

**Section:** III. Consent Items  
**Item:** C. Approval of 2022-23 Compliance Monitoring and  
Certification of Board Compliance Review for MSA-Santa Ana  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-  
Santa Ana.pdf





Board Agenda Item #	III C: Consent Item
Date:	October 13, 2022
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana

### Proposed Board Recommendation

I move that the board approve the 2022-23 Compliance Monitoring and Certification of Board Compliance Review for MSA-Santa Ana.

### Background

This is an annual item that the Board needs to approve for our State Board of Education (SBE) authorized MPS school: MSA-Santa Ana. The SBE has started a process similar to what LAUSD has been doing by requiring each charter school to 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. The CDE reviews documentation of compliance during their oversight visit to each school.

The CDE has listed 19 areas of compliance requirements for review on the document ranging from teacher credentials to obtaining WASC accreditation. They have also provided examples of supporting documentation for each compliance item. (See attachments.) MSA-Santa Ana has all of the supporting documentation for each of the 19 areas where some of the documents are posted on the school website (Board member roster and information, Parent/Student Handbook, Bylaws, Conflict of Interest Policy, Complaint Form, UCP, PRA, Safety Plan, etc.) and others are on file (teacher credential template, DOJ/TB, Brown Act training, etc.) We work with our assigned CDE specialist in the submission of any requested documents. MSA-SA principal has already signed the attached document certifying that the school has reviewed the school's compliance related policies, systems, and procedures. In support of the school, the Home Office also oversees and ensures that MSA-SA meets all of the compliance items.

The CDE requires that the Governing Board Chair sign the certification upon Board review and approval. The signed certification page will be submitted to the CDE.

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 MSA-Santa Ana complies with all applicable laws and other requirements as indicated on the attached form.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MSA-SA Compliance Requirements 2022-23 (signed by the principal)
- Instructions and Examples Compliance Requirements 2022-2023

**COMPLIANCE MONITORING AND  
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW  
2022–2023  
Instructions and Examples**

<b>Compliance Requirements</b>	<b>Supporting Documentation Examples</b>
<p>1. The charter school follows the credentialing requirements in California <i>Education Code (EC)</i>, Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p>	<ul style="list-style-type: none"> <li>• Completion of annual credential template submitted to the SBE Oversight mailbox.</li> <li>• Certificate of Clearance for each teacher posted on the California Commission for Teacher Credentialing website at <a href="http://www.ctc.org">www.ctc.org</a>.</li> </ul>
<p>2. The charter school maintains timely and current verification of tuberculosis (TB) clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>	<ul style="list-style-type: none"> <li>• Certification of timely Department of Justice and TB clearances by all contracting entities;</li> <li>• Documentation of compliance with applicable volunteer clearance requirements, including TB risk assessment/clearance requirements under Assembly Bill 166</li> </ul>
<p>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 2021–2022 Board meetings calendar.</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>• Accurate and updated school contact information</li> <li>• Accurate and updated list/roster of Governing Board members and contact information</li> <li>• Calendar of Governing Board meeting dates and location(s)</li> </ul>
<p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p>	<ul style="list-style-type: none"> <li>• Lottery form and enrollment packet</li> </ul>
<p>5. The 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:</p>	<ul style="list-style-type: none"> <li>• Certification of Comprehensive Health, Safety, and Emergency Plan;</li> <li>• Documentation of emergency drills and preparedness training;</li> </ul>

<ul style="list-style-type: none"> <li>• Health, Safety and Emergency Preparedness Plan (School Safety Plan), <i>EC 32280–32289</i></li> <li>• Child Abuse Mandated Reporter Training, AB 1432 (2014); <i>EC 44691; Penal Code (PC) 11165.7</i> <ul style="list-style-type: none"> <li>▪ Blood borne Pathogens training, <i>California Code of Regulations, Title 8, Section 5193</i></li> <li>▪ Pupil Suicide Prevention Policy, AB 2246 (2016)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of timely and compliant Child Abuse Mandated Reporter training;</li> <li>• Documentation of Pupil Suicide Prevention Policy training</li> </ul>
<p>6. The charter school’s school climate and student discipline systems and procedures align with best practices.</p>	<ul style="list-style-type: none"> <li>• Description of the school-wide student behavior and discipline system</li> <li>• Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides</li> </ul>
<p>7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.</p>	<ul style="list-style-type: none"> <li>• Monthly suspension and expulsion reports</li> </ul>
<p>8. The 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., translated for 15 percent and above languages)</p>	<ul style="list-style-type: none"> <li>• Parent Student Handbook</li> </ul>
<p>9. The charter school’s occupancy and use of facilities shall follow 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, <i>EC 47610</i></p>	<ul style="list-style-type: none"> <li>• Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements</li> </ul>

<p>10. The charter school complies with all federal and state laws related to public entities, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ralph M. Brown Act</li> <li>• Political Reform Act</li> <li>• Public Records Act</li> <li>• <i>Government Code, Section 1090</i></li> </ul> <p><i>During the COVID-19 Pandemic the meeting location requirement was lifted through Senate Bill (SB) 98. This requirement is expected to be reinstated after the COVID-19 crisis has passed.</i></p>	<ul style="list-style-type: none"> <li>• Board meeting agendas and minutes for the past 12 months,</li> <li>• Verification of compliant public posting of Board agendas, including on the school website,</li> <li>• Evidence of Brown Act training,</li> <li>• Evidence of Form 700 compliance and filing,</li> <li>• School policy for responding to Public Records Act (PRA) requests,</li> <li>• Evidence of adopted Conflict of Interest policy,</li> <li>• Adopted bylaws referencing Conflict of Interest policy aligned to SB 126 requirements.</li> </ul>
<p>11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.</p>	<ul style="list-style-type: none"> <li>• Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments)</li> </ul>
<p>12. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<ul style="list-style-type: none"> <li>• Current and signed Board-approved bylaws</li> </ul>
<p>13. The charter school implements its own 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. Guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a></p>	<ul style="list-style-type: none"> <li>• Assurance the Governing Board has reviewed the school's; <ul style="list-style-type: none"> <li>○ UCP policies</li> <li>○ UCP procedure</li> <li>○ UCP form</li> </ul> </li> </ul>

<p>14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year, <i>EC 47606.5</i>.</p>	<ul style="list-style-type: none"> <li>• Documentation of board meeting agendas, board Minutes, and approved Learning and Continuity Plan</li> </ul>
<p>15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer.</p> <p>The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at:  <a href="https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf">https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</a></p>	<ul style="list-style-type: none"> <li>• Documentation of complaint form posted on website.</li> </ul>
<p>17. Schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act (CMPA) of 2015.</p>	<ul style="list-style-type: none"> <li>• Documentation of the adoption of the charter school’s established policy in compliance with CMPA of 2015, including the Board Meeting Agendas and Board Minutes</li> </ul>
<p>18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p>19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges (WASC) accreditation and University of California Office of the President (UCOP) Doorways Course Approval.</p>	<ul style="list-style-type: none"> <li>• Charter school approvals are listed on the WASC website and UCOP Doorways website</li> </ul>

**COMPLIANCE MONITORING AND  
CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW  
2022–2023**

School Name:           MAGNOLIA SCIENCE ACADEMY SANTA ANA          

(CDS Code Number):           30-76893-0130765          

<b>Compliance Requirements</b>
<p>1. The charter school follows the credentialing requirements in <i>California Education Code (EC)</i>, Section 47605 (I)(1)(2) and that each teacher has satisfied the requirements for the Certificate of Clearance as outlined in <i>EC</i>, sections 44339, 44330, and 44341</p>
<p>2. The charter school maintains timely and current verification of tuberculosis clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). <i>EC</i>, sections 47605(b)(5)(F), 45122.1, 45125.1, and 49406.</p>
<p>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 2022–2023 Board meetings calendar.</p>
<p>4. The charter school complies with the pre- and post-lottery and enrollment forms guidelines.</p>
<p>5. The 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:</p> <ul style="list-style-type: none"> <li>• Health, Safety and Emergency Preparedness Plan (School Safety Plan) <i>EC</i> 32280–32289</li> <li>• Child Abuse Mandated Reporter Training Assembly Bill (AB) 1432 (2014); <i>EC</i> 44691; <i>Penal Code</i> Section 11165.7 <ul style="list-style-type: none"> <li>▪ Blood borne Pathogens training <i>California Code of Regulations</i>, Title 8, Section 5193</li> <li>▪ Pupil Suicide Prevention Policy, AB 2246 (2016)</li> </ul> </li> </ul>

<b>Compliance Requirements</b>
6. The charter school's school climate and student discipline systems and procedures align with best practices.
7. The charter school shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available upon request.
8. The charter school ensures that any and all school communications, including the Parent Student Handbook, are consistent with the provisions of the school's approved charter as well as applicable law (e.g., translated for 15 percent and above languages)
9. The charter school's occupancy and use of facilities shall follow 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, <i>EC 47610</i>
10. 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"> <li>• Ralph M. Brown Act</li> <li>• Political Reform Act</li> <li>• Public Records Act</li> <li>• <i>Government Code</i>, Section 1090</li> </ul>
11. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.
12. By-laws are current and consistent with the approved charter, Governing Board-approved, and signed by the Governing Board secretary.
13. The charter school implements its own 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. Guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a> .



<b>Compliance Requirements</b>
14. The Governing Board oversees the development of and approves/adopts the Local Control Accountability Plan for the 2022–2023 school year ( <i>EC 47606.5</i> ).
15. The charter school ensures that it follows all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and <i>EC 48850</i>
16. The charter school has a form posted on their website for complaints pursuant to <i>EC 47605(d)(4)</i> to be filed with the charter authorizer.  The California Department of Education has provided a template form for use by charter schools. This template form must be modified before distributing to parents and posting on the charter school's website. The template form can be found at <a href="https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf">https://www.cde.ca.gov/sp/ch/documents/rescscomplaints.pdf</a> .
17. For schools serving grade nine only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015.
18. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies.
19. For high schools only: The charter school has obtained or is in the process of obtaining, Western Association of Schools and Colleges accreditation and University of California Office of the President Doorways Course Approval.

Please attach the relevant Governing Board agenda(s) and approved minutes for the meeting(s) at which the Governing Board has reviewed the school's compliance with the items listed above.

California Department of Education reserves the right to request, at any time supporting documentation for the requirements listed below.

# CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

*(by October 31, 2022)*

The undersigned hereby certifies that, on 9/29/2022  
the School Administrator of  
*Date(s)*

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**

*Name of Charter School*

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

<b>Steven Keskinturk</b>	<i>Steven Keskinturk</i>	Sep 29, 2022
<i>Printed Name of School Administrator</i>	<i>Signature of School Administrator</i>	<i>Date Signed</i>

# CERTIFICATION OF GOVERNING BOARD COMPLIANCE REVIEW

*(by October 31, 2022)*

The undersigned hereby certifies that, on 10/13/2022  
the Governing Board of  
*Date(s)*

**MAGNOLIA SCIENCE ACADEMY SANTA ANA**

*Name of Charter School*

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

<i>Printed Name of Governing Board Chair</i>	<i>Signature of Governing Board Chair</i>	<i>Date Signed</i>

## Coversheet

### Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

**Section:** IV. Action Items  
**Item:** A. Approval of Findings to Conduct Virtual Meetings Pursuant  
to AB 361/Government Code Section 54953  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AB 361 Findings (Magnolia Public Schools) (Oct 13).pdf



Board Agenda Item #	IV A: Action Item
Date:	October 13, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953

### **Proposed Board Recommendation**

I move for the Magnolia Public Schools Board of Directors to adopt the findings relating to the ability of the MPS Board and all MPS Committees to conduct meetings through teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

### **Introduction**

In September 16, 2021, Governor Newsom signed executive order Assembly Bill (AB) 361 into law which gives local agencies, included local educational agencies (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency. While AB 361 offers flexibilities similar to the expiring Executive Order N-29-20, there are some key difference in regards to public comment and meeting operations.

In order for Magnolia Public Schools (MPS) Board Meetings to trigger the AB 361 teleconferencing provisions, any of the following circumstances must follow:

- The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing
- The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees
- The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Requirements under this new law include; notice of the meeting and post agendas as the Brown Act requires on our MPS websites and school sites; allow public to access the meeting and give notice for how the public can access the

meeting; include in the agenda an opportunity for all persons to attend via call-in or internet-based service; provides opportunity for the public to offer comment in the real time; provide public comment period; conduct meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the board; in an event of a disruption that prevents MPS from broadcasting the meeting or prevents members of the public from offering public comment, the meeting must stop and no action can be taken until access is restored.

MPS Board of Directors must make the following findings every 30 days by majority vote in order to continue utilizing the bills teleconferencing provisions which include:

- The legislative body has reconsidered the circumstances of the state of emergency
- Any of the following circumstances exist:
  - The state of emergency continues to directly impact the ability of the members to meet safely in person
  - State or local officials continue to impose or recommend measures to promote social distancing

### **Background**

In March 2021, Governor Newsom issued Executive Order N-29-20, which, among other things, temporarily suspended certain Brown Act teleconference meeting requirements for as long as public health agencies have imposed or recommended social distancing measures, as the COVID-19 pandemic has made them unsafe. AB 361 will sunset January 1, 2024.

### **Budget Implications**

N/A

### **Exhibits (Attachments):**

- Board Findings pursuant of Government Code 54953(e)(3)



**EACH THIRTY DAYS THEREAFTER FOR BOARD OF DIRECTORS & COMMITTEES**

Magnolia Public Schools

**Magnolia Public Schools findings pursuant to Government Code Section 54953(e)(3)**

The Magnolia Public Schools Board of Directors has reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

DATE: October 13, 2022

**VOTE**

AYE:

NOES:

ABSENT:

BOARD SECRETARY: \_\_\_\_\_

## Coversheet

### Approval of CalHOPE School Site SEL Implementation Memorandum of Understanding & Commitment Statement Between Magnolia Science Academy-2 & Los Angeles County Office of Education

**Section:** IV. Action Items  
**Item:** B. Approval of CalHOPE School Site SEL Implementation  
Memorandum of Understanding & Commitment Statement Between Magnolia Science  
Academy-2 & Los Angeles County Office of Education  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
CalHOPE School Site SEL Implementation MOU & Commitment Statement for Magnolia  
Science Academy-2.pdf



Board Agenda Item #	IV B: Action Item
Date:	October 13, 2022
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Jason Hernandez, MPS Director of Student Services David Garner, Magnolia Science Academy-2 Principal
RE:	Approval of CalHOPE School Site SEL Implementation MOU & Commitment Statement for Magnolia Science Academy-2

### **Proposed Board Motion**

I move that the board approve the partnership with Los Angeles County Office of Education (LACOE) to develop leadership and infrastructures to support, sustain and integrate Social-Emotional Learning (SEL) across Magnolia Science Academy (MSA)- 2.

### **Introduction**

The collaboration will allow MSA-2 and LACOE to develop leadership and infrastructures to support, sustain, and integrate SEL. The opportunity will allow for the refinement of supporting students in the area of SEL and sharing promising practices with other school across the organization and state.

### **Background**

This is a grant opportunity to support students at MSA-2 in the area of SEL, as well as help our schools within MPS and across various districts.

### **Analysis**

N/A

### **Budget Implications**

The fiscal impact would be an increase of revenue of \$12,500 in each of 2022/23 and 2023/24 totaling \$25,000 over a two-year period that would go into the school's general fund.

### **Exhibits (Attachments):**

- Los Angeles County Office of Education (LCAOE), CalHOPE School Site SEL Implementation, MOU and Commitment Statement - signed





**Los Angeles County Office of Education (LACOE)  
CalHOPE School Site SEL Implementation**

**MOU and Commitment Statement**

<b>District Name</b>	<b>Magnolia Public Schools (Charter)</b>
<b>School Name</b>	<b>Magnolia Science Academy - 2</b>

**Purpose**

The purpose of the partnership between Magnolia Science Academy, Magnolia Public Schools (Charter) and the Los Angeles County Office of Education (LACOE) is to identify and demonstrate successful strategies to support schools in the implementation of high-quality, transformative social and emotional learning as an integral component of an equity lens for school improvement. We agree to work together to develop leadership and infrastructures to support, sustain and integrate SEL system-wide in Los Angeles County school districts so other regions in California and across the nation can use this model to inform their work.

**Belief Statements**

- It is both possible and desirable to improve the current state of meeting the academic, social, and emotional learning needs of Los Angeles County students and adults.
- A collaborative approach to working and learning together will effectively increase SEL sustainability.
- In order to sustain school improvement efforts, all stakeholders need to understand and actively support SEL implementation.
- In order for the partnership arrangement to be a true partnership— responsibilities, resources, and accountability must be shared.
- It is important for the partners to understand the goals of the districts and schools, and it is important for the districts and schools to understand the goals of LACOE.

**Partnership Benefits/Outcomes:**

- Facilitate a collaborative partnership between LACOE and Los Angeles County School Districts and their schools to provide access to high quality training and materials that support the implementation of social and emotional learning.
- Demonstrate social and emotional learning implementation as a lever for equity and a school improvement strategy that supports closing achievement gaps.
- Develop knowledge and understanding of how to design and sustain equitable learning environments within systemic SEL.
- Use data to address Los Angeles County school districts' needs for social and emotional learning implementation and sustainability.
- Create a replicable model for district-wide SEL implementation for regional and state service providers to build capacity and sustainability.

This commitment statement is to ensure that the responsibilities and expectations of those involved in supporting and implementing SEL school-wide understand and agree upon the following:

### **LACOE Responsibilities:**

- LACOE will provide leadership, coaching, and training for School Site SEL teams to develop and implement systemic SEL.
- LACOE will provide customized SEL training for School Site SEL Teams to build local capacity and sustainability.
- LACOE will consult with schools on data collection e.g. needs assessment and evaluation of the SEL implementation project.
- LACOE will provide technical assistance to School Site SEL Teams in developing action plans in order to close the achievement gap and provide a safe, supportive learning environment for all students and adults.
- LACOE will support implementation and sustainability of systemic SEL through a community of practice model which will include activities such as presentations, relationship building and the sharing of ideas and expertise.

### **District Responsibilities:**

- District leadership will sign the Commitment Statement that outlines district responsibilities, based on identified needs of the partnership.
- District leadership will attend SEL professional development for the 2022-2023 and the 2023-2024 school year (if choosing to engage in year two).
- District leadership will participate in the SEL/Mental Health Community of Practice activities offered by LACOE on 10/12/22, 1/25/23, and 4/26/23.
- Document and share district SEL Implementation plan/materials to provide insight to other school leaders.
- Participate in data collection required by UC Berkeley to document the impact of the partnership and the SEL implementation process.

### **School Responsibilities:**

- School leadership will sign the Commitment Statement that outlines responsibilities, based on identified needs of the partnership.
- School Site SEL Teams will attend SEL professional development for the 2022-2023 school year, and the 2023-2024 school year if choosing to engage in year two.
- School Site SEL Teams will participate in the SEL/Mental Health Community of Practice activities offered by LACOE on 10/12/22, 1/25/23, and 4/26/23, and present best practices or lessons learned during one session.
- Document and share school SEL Implementation plan/materials to provide insight to others.
- Participate in data collection with partners at UC Berkeley to document the impact of the partnership and the SEL implementation process **as outlined in Appendix 1**
- Develop and submit a budget to utilize their allocation in a manner that is consistent with the purpose of the program and effective in implementing goals


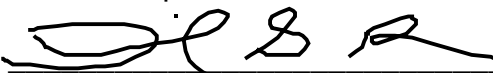



**Budget and Reporting Responsibilities:**

- To support the School Site SEL Implementation over a two-year timeframe, LACOE will award \$12,500 to each selected school for each year (2022-2023 and 2023-2024), for a total of \$25,000 for two years.
- Allowable expenditures include SEL support curricula or materials, SEL Assessments, Substitute pay, stipends, or staff release time, conference attendance for SEL/MTSS or related professional development to build capacity for SEL implementation, other expenditures upon mutual agreement of the school and LACOE.
- LACOE Contract Department will issue a check in the amount of \$12,500 once this commitment statement is signed and Board approved.
- School sites will email quarterly budget reports on 12/30/22, 3/31/23, 6/30/23, 9/29/23, 12/29/24, 3/29/24, and 6/28/24. School sites can use their own budget reporting forms.

**Timeline:**

The partnership agreement is effective **(date of signature)** until June 30, 2023, and may be extended until June 30, 2024 upon mutual agreement. This agreement may be terminated or altered at any time based upon mutual agreement of all parties. Any remaining funding must be returned at termination of agreement.

**Signatures of Agreement:**

 _____ Alfredo Rubalcava Charter Superintendent	_____ 9/28/2022 _____ Date
 _____ David Garner School SEL Lead	_____ 9/28/2022 _____ Date
 _____ David Garner School Principal	_____ 9/28/2022 _____ Date
 _____ Dr. Debra Duardo Superintendent Los Angeles County Office of Education	_____ Aug 19, 2022 _____ Date
 _____ Dr. Rachele Touzard SEL Project Lead Los Angeles County Office of Education	_____ Aug 19, 2022 _____ Date

## APPENDIX 1

### UC Berkeley Research and Data Collection

As part of the CalHOPE Student Support Implementation Grant the selected school will be required to:

- A. Provide the UC Berkeley Data Team access to its key leaders who are familiar with the effort and activities conducted under the initiative,
- B. Provide the UC Berkeley Data Team with copies of a variety of records and information used as part of the initiative (e.g., implementation protocols and plans) to help illustrate the scope of work and activities performed,
- C. Provide the UC Berkeley Data Team access to existing de-identified LEA administrative data (e.g., demographic information),
- D. Provide the UC Berkeley Data Team access to existing access to de-identified LEA child-level data (e.g., attendance, Kelvin pulses, CHKS, DESSA) that could support continuous improvement efforts,
- E. Commit to facilitate the collection of confidential surveys with students and staff with at least an 80% return rate up to three times per year, including: providing contact information for school staff, sending letters of introduction/support to school staff describing each data collection effort, sending parent/guardian notification/consent forms in back-to-school registration packets, and administering teacher-completed and/or teacher-proctored surveys in classrooms in accordance with procedures provided by the Data Team, up to three times per year.
- F. Rely on UC Berkeley to provide Institutional Review Board (IRB) oversight for the protection of research participants (i.e., human subjects) within the scope of this project. In this case, reliance implies acceptance of a standard set of research protocols deemed acceptable by UC Berkeley's IRB in lieu of review by any specific LEA. UC Berkeley will provide the County Office of Education with evidence of IRB approval of all research protocols to LEAs before any research engagement with the LEA begins.

## Coversheet

### Approval of Revised 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School Leaders

**Section:** IV. Action Items  
**Item:** C. Approval of Revised 2022-23 Employee Pay Raise Scale for  
Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School  
Leaders  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Revised 2022-23 Employee Pay Raise Scale.pdf



Board Agenda Item #	IV C: Action Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Revised 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

**Proposed Motion:**

I move that the MPS Board of Directors approve the revised 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.

**Introduction:**

Below changes are recommended by the MPS Academic Team and the school site principals.

- 1- Clarifying language added to one-time annual assignment for Admin Teaching in Class in the school leaders scale. Covering for an absent teacher is excluded.
- 2- Saturday school one-time assignment has increased to \$70 per hour from \$50 per hour.
- 3- Instructional coach annual assignment is added.

**Background:**

The Saturday school pay per hour is increased in order to make sure there is enough supply of teachers to cover the classes offered within the Saturday School Programs. The Instructional coach annual assignment is added in order to promote the collaboration among the experienced teachers and relatively newer teachers.

**Budget Implications:**

- The total costs for increasing Saturday school compensation is estimated to be an additional \$121K per year. MPS would utilize restricted federal funds including Title 1 as well as State LCFF revenues to cover the costs of these expenses. We expect the schools to receive some additional revenues from enrollment gains that may help to offset these expenses.

**Exhibits (attachments):**

- Revised 2022-23 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (without redline, highlighted for the changes, additions)



# **MPS EMPLOYEE PAY RAISE SCALE**

## **FULL-TIME TEACHING POSITIONS**

**&**

## **NON-CLASSROOM-BASED ACADEMIC POSITIONS**

Last Amended: **10/13/2022**



MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

**SALARY CALCULATIONS**

**Components of Employee Pay**

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	<b>Base School Salary</b>	
	+	
2.	<b>Employee Qualifications Pay</b>	
	+	
3.	<b>Position Pay (where applicable)</b>	
4.	<b>Employee Performance Pay</b>	
5.	<b>Pay for Additional Duties</b>	
		→ Base Employee Salary

**Narrative:**

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2022 until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do

12) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

**1) BASE SCHOOL SALARY**

<b>Base School Salary</b>		
<b><u>Location</u></b>	<b><u>School</u></b>	<b><u>Base</u></b>
Los Angeles County (Reseda)	MSA-1	\$57,000
Los Angeles County (Van Nuys)	MSA-2	\$57,000
Los Angeles County (Carson)	MSA-3	\$57,000
Los Angeles County (Los Angeles)	MSA-4	\$57,000
Los Angeles County (Reseda)	MSA-5	\$57,000
Los Angeles County (Los Angeles)	MSA-6	\$57,000
Los Angeles County (Northridge)	MSA-7	\$57,000
Los Angeles County (Bell)	MSA-Bell	\$57,000
San Diego County (San Diego)	MSA-San Diego	\$57,000
Orange County (Santa Ana)	MSA-Santa Ana	\$57,000

**Narrative:**

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

**2) EMPLOYEE QUALIFICATIONS PAY****Qualifications**

<b>Field #</b>	<b>Qualification</b>	<b>Coefficient</b>	<b>Points</b>	<b>Max</b>
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

**Narrative:**

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned degree point(s) will be reflected in the following school year agreements.
- 2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned credential point(s) will be reflected in the following school year agreements.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
- 4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

**3 ) POSITION PAY**

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	15
Athletic Director	0
School-Social Worker	0

Narrative:
1)Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.
2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and <b>NOT</b> an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

**4 ) EMPLOYEE PERFORMANCE PAY**

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%

2: Developing (D)	0
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1: Ineffective (I)	0
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**Narrative:**

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

<b>MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is \$1,000.00)</b>			
	<b><u>Duties</u></b>	<b><u>Add-on Points</u></b>	<b><u>JOB DESCRIPTION</u></b>
<b>Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)</b>			
1	History / Social Sciences	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> </ul>
2	Science	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> <li>- Support the selection and implementation of a proven STEAM enrichment program</li> <li>- Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS</li> <li>- Support MPS Wide Annual STEM EXPO</li> <li>- Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support</li> </ul>
3	Computer Science and Technology	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> </ul>
4	Electives (Spanish, Art, PE, and other Electives)	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate</li> </ul>



			<p>events and activities,  - Organize other network-wide activities and events as assigned.</p>
5	Elementary Programs	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;  - Hold grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination  - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.  - Meet quarterly with the Academic Team and CAO to coordinate events and activities,  - Organize other network-wide activities and events as assigned.</p>
6	Math	5	<p>- Support the coordination, collaboration and professional development activities across all MPS schools. Specifically;  - Support grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Support and maintain Google classroom and website for PD, resources and info dissemination  - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.)  - Support development of the math assessment timeline and manage data collection and analysis  - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework.  - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO</p>
7	English	5	<p>- Support the coordination of collaboration and professional development activities across all MPS schools. Specifically;  - Support grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Support and Maintain Google classroom and/or website for PD, resources and info dissemination  - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.)  - Support development of the ELA assessment timeline and manage data collection and analysis  - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption  - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team</p>
8	GATE	5	<p>- Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools.  - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support.  - Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests  - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites  - Support three MPS-wide PD (symposia) days  - Support and maintain Google classroom and website for PD,</p>

			<p>resources and info dissemination</p> <ul style="list-style-type: none"> <li>- Lead the Coordination of the annual Steam Expo with all participating MPS schools</li> <li>- Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO.</li> <li>- Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)</li> </ul>
9	SPED	5	<ul style="list-style-type: none"> <li>- MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).</li> </ul>
<b>School wide Coordination Duties</b>			
1	Discipline Coordinator	5	<p>The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.</p>
2	I.T. Coordinator/Technician	5	<p>I.T. Coordinator/Technician is a staff member who:</p> <ul style="list-style-type: none"> <li>- Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation)</li> <li>- Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc.</li> <li>- Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members.</li> <li>- Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.</li> </ul>
3	Testing Coordinator	5	<p>Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.</p>
4	After School Coordinator	5	<p>Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school</p>

			schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	EL Coordinator	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.
8	STEAM Festival/Expo Coordinator	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	Community and Family Outreach Coordinator	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities. The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.
10	WASC Self-Study Coordinator	3	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on

			<p>student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria;</p> <p>5) the alignment of a long-range action plan to the school's areas of need; and</p> <p>6) the capacity to implement and monitor the accomplishment of the plan.</p>
11	Blended Learning Coordinator	1	The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.
12	Extracurricular Activities Coordinator	1	After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.
13	504 Coordinator (1-10 cases)	2	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
14	504 Coordinator (11 or more)	3	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
15	SSPT Coordinator	2	Serve as a liaison between the schools and appropriate partners in supporting students and families. Using a MTSS Framework, the SSPT coordination includes the following, Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.
16	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.

17	SPED Coordinator	5	<ul style="list-style-type: none"> <li>* School site support with SPED coordination.</li> <li>* School Based Case management</li> <li>* Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent.</li> <li>* Ensuring an annual IEP meeting is held for each student, either identified as an “annual review” or a Triennial.</li> <li>* Working with SPED Teacher to ensure service provision is taking place.</li> <li>* Providing pertinent information to SPED Director to ensure CALPADS data is accurate.</li> <li>* Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student.</li> <li>* SPED Coordinators are also responsible for working with SPED para’s and instructing SPED students in pull out sessions.</li> <li>* SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP.</li> <li>* SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams.</li> <li>* Prepares the department for annual audits and authorizer oversight.</li> <li>* Works with all service providers</li> </ul>
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3-5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the</li> </ul>

			College Counselor (ex: potlucks, alumni panels, etc)
<b>Chair/Mentorship/Special Committee Duties</b>			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.
7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." <a href="https://www.congressionalaward.org/the-program/">https://www.congressionalaward.org/the-program/</a>
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for

			students with various needs. Instead of the “waiting for failure” assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at student work, data, and supports the teacher in creating standards-based, high-quality instruction.
<b>Club/Competition Duties</b>			
1	Special Club (Category 1)	1	Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.

3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
<b>Additional Teaching Duties</b>			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.



<b>MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year</b>				
<b>Additional Duties – One-Time Assignment</b>				
	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>	<b>DESCRIPTION</b>
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$50	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$50	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education

				program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.

### **NARRATIVE**

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. . These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>5/12/14</b>	Initial Release	David Yilmaz
1	<b>3/10/16</b>	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	<b>3/8/17</b>	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	<b>3/8/18</b>	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	<b>3/21/19</b>	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	<b>05/27/20</b>	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	<b>06/03/21</b>	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar

7	<b>02/10/22</b>	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar
8	<b>04/06/22</b>	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
<b>10</b>	<b>10/13/22</b>	<b>Instructional coach annual assignment is added. Saturday school one-time assignment has increased to \$70 per hour.</b>	<b>Suat Acar</b>



# MPS EMPLOYEE PAY RAISE SCALE

## SCHOOL LEADER POSITIONS

Last Amended: 10/13/22

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

**SALARY CALCULATIONS**

**Components of Employee Pay**

School Level: School Leader Positions																
1.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><b>Base School Salary</b></td> <td style="width: 5%; text-align: center;">+</td> <td style="width: 35%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td style="vertical-align: top;">→ Base Employee Salary</td> </tr> <tr> <td style="text-align: center;">2.</td> <td><b>Employee Qualifications Pay</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td></td> </tr> <tr> <td style="text-align: center;">3.</td> <td><b>Position Pay (where applicable)</b></td> <td></td> </tr> </table>	<b>Base School Salary</b>	+			+	→ Base Employee Salary	2.	<b>Employee Qualifications Pay</b>			+		3.	<b>Position Pay (where applicable)</b>	
<b>Base School Salary</b>	+															
	+	→ Base Employee Salary														
2.	<b>Employee Qualifications Pay</b>															
	+															
3.	<b>Position Pay (where applicable)</b>															
4.	<b>Employee Performance Pay</b>															

**Narrative:**

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2022 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
- 6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean      Minimum: \$80,000



Principal

Minimum: \$100,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one

(1) year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

**1) BASE SCHOOL SALARY**

<b>Base School Salary</b>		
<b><u>Location</u></b>	<b><u>School</u></b>	<b><u>Base</u></b>
Los Angeles County (Reseda)	MSA-1	\$57,000
Los Angeles County (Van Nuys)	MSA-2	\$57,000
Los Angeles County (Carson)	MSA-3	\$57,000
Los Angeles County (Los Angeles)	MSA-4	\$57,000
Los Angeles County (Reseda)	MSA-5	\$57,000
Los Angeles County (Los Angeles)	MSA-6	\$57,000
Los Angeles County (Northridge)	MSA-7	\$57,000
Los Angeles County (Bell)	MSA-Bell	\$57,000
San Diego County (San Diego)	MSA-San Diego	\$57,000
Orange County (Santa Ana)	MSA-Santa Ana	\$57,000

**Narrative:**

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

**2) EMPLOYEE QUALIFICATIONS PAY**

<b>Qualifications</b>				
<b>Field #</b>	<b>Qualification</b>	<b>Coefficient</b>	<b>Points</b>	<b>Max</b>
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

**Narrative:**

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned degree point(s) will be reflected in the next school year agreements.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned credential point(s) will be reflected in the next school year agreements.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
- 4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.
- 5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

**3) POSITION PAY**

Position Points				
Assistant Principal/Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55

<b>Narrative:</b>
<p>1) Position: See the table above for points for each position. Principal’s position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and <b>NOT</b> an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.</p>

**4 ) EMPLOYEE PERFORMANCE PAY**

<b>Available Performance Pay</b>	
School Leader Positions	\$2,000

<b>End-of-Year Overall Evaluation Ratings</b>	
<b>Rating</b>	<b>Earns % of Available Performance Pay</b>
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

**Narrative:**

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.
- 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.
- 4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

<b>MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year</b>			
<b>Additional Duties of School Admin – One-Time Assignment</b>			
	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>
1	Saturday School	\$70	HOUR
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	\$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	\$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	\$50	HOUR



**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.  -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	<b>04/06/22</b>	Base school salary increased to \$53,000 for MSA-Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	<b>10/13/22</b>	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar

# Coversheet

## Approval of Magnolia Public Schools Special Programs Coordinator Position

<b>Section:</b>	IV. Action Items
<b>Item:</b> Coordinator Position	D. Approval of Magnolia Public Schools Special Programs
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Special Programs Coordinator Position.pdf



Board Agenda Item #	IV D: Action Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Special Programs Coordinator Position

### **Proposed Board Recommendation**

Staff recommends that the MPS Board of Directors approve the MPS Special Programs Coordinator Position retroactively starting October 3, 2022.

### **The Background**

(Emergency powers granted to our CEO and Superintendent to hire positions based on immediate need).

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Considering the least restrictive environment is crucial even when implementing nontraditional special placement options. First and foremost, all students are included in the general education setting for the majority of the school day as part of our Inclusion Model. While some students only require frequent reminders and prompting in the general education setting, others may need a greater level of support from special education staff while in the general education setting. We also have students from traditional Special Day Programs who need to be pulled for intensive instruction that involves pre-teaching, re-teaching, and remediation.

MPS’s Support Programs include Small-Group and Individualized Instruction, Co-teaching, Rotations, Project-based learning, Technology integration, Push-in or Pull-out Model, Ongoing Progress Management, Individualized Accommodations and Modifications, Case manager support, Case manager progress monitoring

We offer Related Services in terms of Counseling, Speech Therapy, Adapted Physical Education, Assistive Technology, Occupational Therapy, Hard of Hearing and others as needed.

## The Need

- Magnolia Public Schools serves close to 3,600 students in ten schools in three different counties; Los Angeles, Orange and San Diego.
- Aside from working with four different authorizers, as part of the local actions plans, we work closely with the Los Angeles Unified School District SELPA and California El Dorado County Charter SELPA depending on location, Magnolia schools are members of one of the following Special Education Local Plan Areas (SELPA)
- The number and percent of our students with special needs and programs have grown disproportionately for the past several years with disproportionate intensity of related service, due processes, and accountability and monitoring programs impacting each school at the same level regardless of the size or capacity;

Year	2016-17	2020-21	2021-22	2022-23
# of students	508	587	548	536
% of Students	13.1%	15.2%	14.8%	14.9%

- In addition to an increase in the number of students with disabilities, our GATE students increased from 3.5% to 4.6%. About 2.2% students have American with Disabilities Plans Section 504 plans.
- As the number of students in these programs increased, we in-housed some of the services such as psychologists to improve program quality and reduce costs. To further move in those directions, we plan to in-house speech and language services as well.
- As a new accountability program, two of our schools are going through Comprehensive Coordinated Early Intervening Services (CCEIS) planning and implementation process to address the factors contributing to the significant disproportionality and focus on academic and behavioral instructional services and professional development.
- One school is currently identified for the Cyclical Monitoring for Small LEAs process by CDE.
- We have an increase in the monitoring the submission of SPED data to the state system and reviewing reports during certification.

## The Ask

To better serve the student population, families, staff and keep up with the aforementioned demand and need, MPS home office identified a new position in the past several years. The leadership team was not able to move forward due to a number of reasons including budget concerns and other priorities. To stay compliant with the accountability measures and address this immediate need, we moved forward with this hire. After job postings, interviews and vetting process, the home office decided to transition Krsyal Zavala, the current psychologist of MSA-SA to this new position.

Additional projects to be covered by this position: Magnolia public schools subscribes to constant growth and building our internal capacity to serve students in Special Education. We plan to establish partnerships with colleges and universities interested in providing Speech and Language interns who will be supported and guided by the funding of two full time Speech and Language Therapists. This will absolve our need to contract these services through a non-public agency and will allow us to provide more compliant and comprehensive services to our most vulnerable student population. Additionally, this position will research and establish a Gifted and Talented curriculum Magnolia wide as well as

support and monitor our 504 program implementation. The latter program serves the needs of students with disabilities who do not qualify for an IEP.

**Budget Implication**

MPS Special Programs Coordinator Position will have an impact of additional \$130K to the home office budget.

**Attachments**

[MPS Special Programs Coordinator Position Job description](#)



MPS Special Programs Coordinator is responsible for supporting the planning, implementation, and monitoring of Special Education and intervention for scholars with 504 plans and in the Student Support Process. This position is a 12-month position. Under the direction of the Director of SPED and Student Support Services, the SPED/ Student Support Coordinator will perform the following duties.

Specific Position Objectives:

The MPS Special Programs Coordinator's duties will include the following

- Connect with Community/ University Partners to establish partnerships and Implement Speech and Language Services including support from Speech and Language Pathology Assistants and Speech-Language Pathologists
- Research and Design appropriate enrichment curriculum for Gifted and Talented / STEAM Program for Magnolia Public Schools Program Implementation
- Provide guidance and support for 504 Plan and School-Wide Intervention Programs
- Assists with the monitoring and support of the SSPT process
- Collaborates with MPS staff, families, and the community in developing and implementing services and/or programs.
- Plans, implements, and evaluates educational programming in order to ensure continuous program improvement for the benefit of all students.
- Incorporates policies and procedures in accordance with laws and regulations.
- Guides, directs, and participates in serious discipline processes, including student suspensions and expulsions.
- Provides direction, coordination, and guidance to the district's counseling services and outside contracted services, as needed.
- Organizes and conducts training opportunities for Magnolia Science Academies.
- Assist with the Coordination of school-based mental health programs.

Qualifications

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years of experience working directly with students.
- Education/Administration experience.

Preferred Abilities and Skills

- Knowledge of organizational systems, the role of charter school public education, racial equity, social justice, culturally relevant instruction/practices, and special education laws and practices.
- Ability to collaborate with families and community members of diverse cultural and educational backgrounds.
- Ability to manage personnel and programs.
- Effective written and verbal communication skills.
- Problem-solving skills and sound professional judgment
- Knowledge of curriculum and research-based programming.
- Ability to keep and maintain accurate records and to meet deadlines

*This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested.*



## Coversheet

### Approval of the Closing of the Purchase of 7111 Winnetka Ave, the Assignment of the Purchase and Sale Agreement to MPS Sherman Winnetka LLC, and the Signing of a Lease for 7111 Winnetka Ave

**Section:** IV. Action Items  
**Item:** E. Approval of the Closing of the Purchase of 7111 Winnetka Ave, the Assignment of the Purchase and Sale Agreement to MPS Sherman Winnetka LLC, and the Signing of a Lease for 7111 Winnetka Ave  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Closing of the Purchase of 7111 Winnetka Ave., the Assignment of the Purchase and Sale Agreement to MPS Sherman Winnetka LLC, and the Signing of a Lease for 7111 Winnetka Ave (Board).pdf



Agenda Item #: IV E: Action Item  
Date: October 13, 2022  
To: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the "**Board**")  
From: MPS Audit/Facilities Committee  
Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities  
Mustafa Sahin, Project Manager  
RE: Approval of Closing of the Purchase of 7111 Winnetka Ave., the Assignment of the Purchase and Sale Agreement to MPS Sherman Winnetka LLC, and the Signing of a Lease for 7111 Winnetka Ave.

**I. Proposed Recommendation(s)**

*Presented previously at the MPS Audit/Facilities Committee Meeting*

Staff recommends and moves that the MPS Board approve the following actions:

- (1) the assignment by MPS to MPM Sherman Winnetka LLC (the "**Winnetka Ave LLC**") of all its right, title and interest in and to that certain agreement for the purchase of the property located at 7111 Winnetka Ave in Winnetka (APNs: 2135-038-016 and 2135-038-016) (the "**7111 Winnetka Ave Property**") including the right to take title to the Property and the good faith deposit made by MPS;
- (2) the execution by the MPS CEO, CFO or their designees, of a lease agreement by and between MPS and Winnetka Ave LLC (the "**7111 Winnetka Lease**") for the use and occupancy of the 7111 Winnetka Ave Property by Magnolia Science Academy—5 ("**MSA—5**");
- (3) under the 7111 Winnetka Lease, the payment by MPS to Winnetka Ave LLC of non-refundable advanced rent in an amount not to exceed \$350,000 consisting of the assignment of the good faith deposit made by MPS to escrow;
- (4) the execution by the MPS CEO, CFO or their designees, on behalf of Winnetka Ave LLC, as its sole manager of such documents and instruments as may be necessary in order for Winnetka Ave LLC to acquire the 7111 Winnetka Ave Property, including any loan documents; and
- (5) the execution by the MPS CEO and Superintendent, CFO, or their designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.

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## II. Background

### *Prior Board Actions*

At its December 19, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement ("**PSA**") for the purchase of the 7111 Winnetka Ave Property and making a good faith, refundable, escrow deposit of Two Hundred Thousand Dollars (\$200,000).

Escrow for the purchase and sale of the Property was opened on December 22, 2021. MPS exercised all three (3) of its options to extend the contingency period. At its March 8, 2022 meeting the Board approved the exercise of the first option and the release of \$15,000 from escrow. At its April 7, 2022 meeting the Board approved the exercise of the second option and the release of \$20,000 from escrow. At its May 12, 2022 meeting the Board approved the exercise of the third option and the release of \$25,000 from escrow. At its June 16, 2022 meeting the Board approved the waiver of the contingencies, release of the balance in the escrow account of \$140,000 to the Seller and the deposit of an additional \$150,000 in non-refundable funds to escrow by June 30, 2022. At the June 16<sup>th</sup> meeting the Board also approved a loan from CLI Capital to fund the acquisition of the 7111 Winnetka Ave Property.

MPS Staff advised MSA-5's charter authorizer, the Los Angeles County Office of Education ("**LACOE**"), of its desire to purchase and develop the Property. LACOE acknowledged both verbally and in writing that MPS fulfilled its obligation to LACOE by notifying them of the transaction but that LACOE does not have the authority to approve or disapprove of the transaction.

MPS proposes to assign to Winnetka Ave LLC the right to take acquire and take title to the Winnetka Ave Property with a loan from CLI Capital according to the terms a term sheet dated April 28, 2022, a copy of which is attached as **Exhibit A**. MPS expects that the final loan documents will be substantially similar to the loan documents used for the acquisition by Winnetka Ave LLC in which CLI Capital was also the lender. Winnetka Ave LLC is a subsidiary of Magnolia Properties Management, Inc., a 501(c)(3) support corporation. When MPS assigns the PSA to Winnetka Ave LLC, MPS will enter into a lease for the Property with the Winnetka Ave LLC.

At closing, the Seller must deliver the Property free and clear of all liens and tenants. There are no long term leases in place. Seller has the option of extending the closing in order to do so. Seller has six (6) 30-day options (no cost, with 10-days' notice) to extend the Closing for the sole purpose of delivering the Property as required by the PSA, of which it has exercised one. MPS does not believe that Seller will exercise anymore although it has 10 days before the scheduled closing date (i.e., October 20<sup>th</sup>) to exercise another option.

### *Current Requested Actions*

#### *Assignment of Right to Take Title and Execution of New Lease*

MPS Staff recommends assigning the purchase agreement and all rights and interests in it to Winnetka Ave LLC which will hold title to the 7111 Winnetka Ave Property at the close of escrow. This structure will allow MERF to receive SB740 funding. Winnetka Ave LLC will lease the 7111 Winnetka Ave Property to MPS for the benefit and occupancy by MSA—5 under a new lease agreement..

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***Payment of Non-Refundable Advanced Rent to Winnetka Ave LLC and Execution of 7111 Winnetka Ave Lease***

MPS Staff recommends that MPS pay advanced rent to Winnetka Ave LLC of up to \$350,000, consisting of the good faith deposit of \$350,000 made by MPS and assigned by MPS to Winnetka Ave LLC, and sign the 7111 Winnetka Ave Lease.

Winnetka Ave LLC is receiving a loan from CLI Capital to purchase the 7111 Winnetka Ave Property. Separately, Winnetka Ave LLC's sole member MPM has authorized or will authorize the receipt of the acquisition loan from CLI Capital. The loan, however, is for \$9,500,000 and the purchase price plus closing costs is expected to exceed such amount, requiring Winnetka Ave LLC to pay the difference. The advanced rent payment is needed by Winnetka Ave LLC in order to close escrow on the purchase of the 7111 Winnetka Ave Property.

MPS must sign the 7111 Winnetka Ave Lease with Winnetka Ave LLC in order for MSA—5 to use and occupy the 7111 Winnetka Ave Property. The rent payable to Winnetka Ave LLC under the Lease is equal to the debt service Winnetka Ave LLC will pay to CLI Capital.

***Signature of Loan Documents by MPS as Sole Manager of Winnetka Ave LLC***

Winnetka Ave LLC's sole manager is MPS. As such MPS's CEO, CFO or such other appropriate officer will be required to sign the loan documents with CLI Capital on Winnetka Ave LLC's behalf.

### **III. Conclusion / Budget Impact**

The projected acquisition cost of \$9,900,000 (that is, the purchase price, broker's fee, CLI Capital's commitment fee, and miscellaneous closing costs) will be financed over a period of 30 years. There will be no principal or interest payments during the 2022-23 fiscal year but rather accrued interest will be added to the principal amount of the loan. The payment schedule will resume during the 2023-24 year at which time MSA-5 will begin making payments of approximately \$66,000 per month, which will be incorporated into the school's financial projections.

MPS has applied for funding through the California Office of Public School Construction in order to develop the 7111 Winnetka Ave Property. In the event that funding is awarded, one half of the award will be a loan and will need to be paid back while the other half will be a grant which will not need to be paid back. Until such time as funding is received from OPSC, CLI Capital will provide the funding for the acquisition and construction. Upon receipt of such award, MPS will use those funds to pay off CLI Capital's loan.

### **IV. Attachments**

- Exhibit A – Term Sheet



## Exhibit A

CLI Capital Term Sheet for the Financing of the Acquisition of 7111 Winnetka Ave



May 19, 2022

*Via e-mail*

Magnolia Educational & Research Foundation  
Board of Directors  
% John Buck, Buck Financial Advisors, LLC

RE: Property acquisition and construction loan - "MSA-5 Winnetka Project"

This will constitute the commitment of CLI Capital ("CLI") to loan to Magnolia Property Management, Inc. or a wholly owned single asset entity ("Borrower"), the sum of up to Twenty Five Million Seven Hundred Fifty Thousand Dollars (\$25,750,000), less any title insurance, appraisal costs, mortgage registration tax, origination fees and all other closing costs and expense that may be incurred by CLI in connection with the funding and collection of the loan. This is a commitment to provide financing based on the contingencies located within this letter. This letter is not intended to be an all-encompassing document but a formal communication of approval, commitment of terms, and identification of contingencies and other requirements to facilitate closing in a reasonable time frame. The actual loan documents supersede all terms and conditions of this letter.

The acceptance of this commitment must be indicated by Borrower's signing and returning this letter no later than 5:00 pm Central time on May 26, 2022. If this commitment is not accepted within the specified time frame, CLI may extend the commitment (required to be in writing), allow the commitment to terminate, or issue a revised commitment (required to be in writing). The acceptance of this commitment will be the Borrower's authorization for CLI to withhold from the proceeds of the loan any closing costs or expenses associated with making the loan.

I. Loan Structure and Pricing

The loan will be structured as an advancing note for the purchase of the property located at 7111 N. Winnetka Avenue, Winnetka, California and related improvements. The initial loan advance will be for closing costs associated with the loan. Subsequent advances will be for the purpose of property acquisition and construction in accordance with the construction contracts and construction budget as approved by CLI.

- 1) It is anticipated that the transaction will close in June of 2022. If an earlier closing is desired, closing may occur within 10 business days of CLI's receipt of all Contingencies and Requirements listed below.
- 2) The note will have a maturity date of June 1, 2027. On that date all unpaid principal, accrued interest, and other charges allowed under the note will be due.
- 3) The interest rate will be a floating rate based on the Wall Street Journal Prime rate plus a margin of 1.50%. The interest rate will have a 5.75% floor. Interest will accrue daily on the outstanding unpaid principal balance.

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905 South Polk Street, Suite 300  
Amarillo, Texas 79101  
806-358-3667

- 4) In August 2024 all accrued interest will be capitalized and added to the outstanding principal balance of the loan. In September 2024, monthly principal and interest payments based on a 30 year amortization will be required.
- 5) Borrower will pay to Lender an origination fee of 1.5% of the loan amount in conjunction with the closing of the loan. Borrower may pay this and/or all of its closing costs with an advance on the loan.
- 6) The loan may be prepaid at any time without penalty.
- 7) The loan will be cross-pledged to the "Sherman Project" loan which is referenced in a separate commitment letter.
- 8) Loan funding is subject to confirmation from Borrower's counsel that the proposed loan meets the terms of the Additional Indebtedness Test as specified in Borrower's existing bond documents.

II. Contingencies and other Requirements

This commitment shall be subject to the following conditions:

- 1) Borrower shall return a signed copy of this commitment letter to CLI on or before the expiration date listed above.
- 2) The loan shall be secured by a first mortgage lien on the property purchased and an assignment of all rents, leases, contracts, etc. concerning the property. The lease between Borrower and the tenant must be reviewed and approved by CLI prior to closing. Said property shall be subject to no other liens or encumbrances unless otherwise approved by CLI in writing. Payments made to other related entities for management fees or other similar expenses may be restricted by the lender in the event of an uncured default under the loan documents.
- 3) The loan will be made pursuant to a loan agreement entered into by the Borrower and CLI consistent with the terms of this commitment and such other normal covenants of the Lender's loan agreement.
- 4) That a mortgage title insurance policy in the face amount of not less than the total amount of the loan be issued by a title insurance company acceptable to CLI, insuring CLI is the holder of a good and valid first lien mortgage upon the real estate securing the loan.
- 5) During the term of the loan Borrower agrees to periodically supply CLI with financial statements, reports, and any other pertinent financial or statistical data as reasonably requested by CLI.
- 6) The loan agreement will include a limitation on MERF/MPM borrowing additional debt without obtaining prior written approval by CLI, subject to a de-minimis aggregate amount of \$1,000,000.
- 7) Borrower will be required to furnish to CLI evidence of builder's risk coverage/hazard insurance in an amount not less than the amount of the note. The policy is to provide for customary builders risk coverages, fire, and extended coverage on the entire facility. CLI is to be listed as mortgagee and loss payee. Evidence of such coverage must be furnished prior to loan funding and approved by CLI.
- 8) Loan funding is subject to the receipt of an appraisal performed by a third party deemed acceptable to CLI. The final loan amount will be limited to the lesser of the following amounts: \$25,750,000, 100% of costs, or 100% of appraised value as improved.
- 9) Borrower will provide a full project budget and related construction contract prior to funding loan advances beyond the initial closing advance, which must be approved by CLI. No construction changes or modifications will be made to the construction budget without the expressed written

consent of CLI. Construction draws will be processed using normal and customary AIA Construction Progress Draw Forms. Construction draws must be approved by the architect supervising the project. The construction draw process will be monitored by a third party construction monitoring agent as selected or approved by CLI. The costs related to this monitoring agent will be paid by Borrower. These costs are estimated at \$450 per construction draw.

- 10) Borrower agrees to pay all lender's costs associated with this loan, including legal fees for document preparation (estimated to be 8,000), flood searches (estimated at \$16) and environmental assessment (estimated at \$500). If the environmental assessment indicates any potential environmental issues, a Phase 1 must be obtained and approved by CLI prior to closing. If Borrower has already obtained a Phase 1 on the property the \$500 environmental assessment charge will be waived.
- 11) CLI and Borrower must review and approve all legal documents prior to closing and CLI and or its legal counsel must review and approve the corporate documentation of the Borrower and other entities involved in the transaction prior to closing.
- 12) The parties represent and agree that CLI is a resident of Potter County, Texas and that Borrower has contacted CLI in Potter County, Texas and this contract has been negotiated, in whole or in part, in Potter County, Texas. The parties further represent and agree that all notices and all payments to CLI are to be made in Potter County, Texas.
- 13) Based on the foregoing representations, the parties agree that this contract is to be governed by the laws of the state of Texas, and that jurisdiction of any dispute over interpretation or enforcement of this contract is proper in a district court in the state of Texas, which location would not be unreasonably inconvenient, or unjust. The parties therefore designate that any suit brought to interpret or enforce this contract shall be brought in a district court in Potter County, Texas, or in the United States District Court for the Northern District of Texas, Amarillo Division.

We look forward to working with you in connection with this transaction.

Sincerely,



Travis David  
Senior Vice President and Chief Financial Officer  
CLI Capital

This commitment has been agreed to and accepted by the undersigned on behalf of Borrower



Signature

Alfredo Rubalcava, CEO and Superintendent 5/20/2022

Printed Name and Title / Date

cc: Lender's Counsel



# Coversheet

## Approval of Updated Preferred Vendors' List

**Section:** IV. Action Items  
**Item:** F. Approval of Updated Preferred Vendors' List  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Updated Preferred Vendors' List (Board).pdf



Agenda Item #: IV F: Action Item  
Date: October 13, 2022  
To: Magnolia Educational & Research Foundation dba Magnolia Public Schools  
("MPS") Board of Directors (the "**Board**")  
From: MPS Audit/Facilities Committee  
Staff Lead: Patrick Ontiveros, General Counsel & Director of Facilities,  
Mustafa Sahin, Project Manager  
RE: Approval of Updated Preferred Vendors' List

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## I. Proposed Recommendation(s)

*Previously presented at the MPS Audit/Facilities Committee Meeting*

Staff recommends and moves that the MPS Board approve the list of vendors to be added to the existing Preferred Vendors' list to provide various services to Magnolia Science Academy -1, 7, Santa Ana and San Diego.

## II. Background

### The newly added vendors include:

EcoGrass- Artificial Turf Company  
Aragon Asphalt- Paving Company  
Rafael Franco Associate (RFA)- Architect Company  
Express Modular System- Partitions Company  
Rabuild Commercial Services LLC- Land use and Entitlement consultant  
Power Plus- Temporary Power provider company

This preferred vendor list is to cover any projects below \$90K. The preferred vendor list allows the school sites to work with specific vendors while remaining in compliance within bid threshold guidelines. The site principals contributed to this list; staff picked vendors who provided quality services to their campuses.

Approving this amendment, will help the facilities department move forward on projects where we only receive 2 quotes, as it happens sometimes. As appropriate, the facilities department will strongly recommend to the school sites to get a second or third opinions for projects that they might have instead of have gone to one company.

Staff will run an RFP for any project that is over \$90K, the preferred vendor list is only for any projects below \$90K.

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The co-located sites (MSA-2,3,4,6,8) are not listed here because they receive their facility services from LAUSD.

### **III. Conclusion & Budget Impact**

Staff recommends MPS board of the directors to approve to add the additional vendors to be added to our existing preferred vendors' list for 2022-2023 educational year. There is no budgetary impact with this item at this time.

### **IV. Attachments**

- Exhibit A: Previously approved vendors list by the MPS Board on 11/18/2021



## Exhibit A

<b>Preferred Vendors' List</b>	
<b>Plumbing</b>	
BG Plumbing	(818) 266-9813
MT Plumbing	(818) 472-5441
RC Plumbing,	(619) 325-9165
State Plumbing-	(310) 612-2088
<b>Electrical</b>	
Anson Electric,	(619) 920-5129
<b>Dinamic Electrict</b>	(818) -581-5918
<b>HVAC</b>	
A.F Air Conditioning & Heating, Inc.	(818) 571-9938
Christian Brothers	(951) 361-2247
JPM	(619) 647-0425
<b>U air</b>	(818) 434- 6539
<b>Gardening / Landscaping</b>	
Booth Landscaping,	(619) 840-9799
Raul Cobian	(818) -224-0438
Vincent Iannolo	(818) -363-2481
<b>Roofing</b>	
Central Roofing	(310) 527-6770
<b>Fencing</b>	
Cal-State Site Services	(805) 527-6500
National	(800) 352-5675
<b>Painting</b>	
<b>DeJememino</b> Construction	(818) 481-7779
JJJ Painting	(818) 383-7189
On Time Coatings,	(760) -300-6316
<b>Locksmiths</b>	
Adams Locksmithing,	(619) -772-5776



MAC Locksmith-	(818) 648-9959
<b>Construction</b>	
AG Construction	(818) 963-1683
Blackwell Construction	(818) 755-6611
DeJememino Construction	(818) 481-7779
Han Trucking (Bobcat, cleaning, DG, sweeping)	(818) 674-3192
Sosa Construction	(661) 666-0955
Zingo Construction	(310) 397-8297
<b>Others</b>	
AAA Rents & Events	(818) 785-1105
ADT	(800) 884-4226
Allied Restoration (deep cleaning, floors, etc.)	(909) 378-2870
DFS Flooring	(818) 374-5243
Digital Synergy (security cameras)	(818) 647-9900
Eco Home Safe, Inc. (pest control)	(818) 886-7378
Franco Architect	(818) 754-2030
Hertz Furniture	(800) 526-4677
InSite EFS Commercial Commercial Real Estate	(323) 686-6539
Irvine Cleaning Company	(949) 394-8311
Mission International Security, Inc	(858) 649-0184
Mobile Modular	(951) 821-9982
ModularTech Company	(619) 208-1413
Norris Realty Advisors	(626) 405-9922
Pacific Rim Architects	(714) 840-2100
Rafael Franco & Associates	(818) 754-2030
School Outfitters	(800) 260-2776
SideToSide To Side Commercial Cleaning	(619) -577-8908
T.R.L Systems - Environmental Sensors - Vape Sensors	(800) 266-1392
Ultimate Iron Work	(818) 795-2749
United Site Services	(866) 740-9185
Universal Awning	(818) 882-0027
World Private Security	(818) 894-1800



Johnson Controls	858-633-9100
United Sports Surfacing of America	(949) 551-4696