



Palisades Charter High School

Board Meeting

Date and Time

Tuesday August 25, 2020 at 5:00 PM PDT

Location

<https://go.palihigh.org/BoardOfTrusteesLive>

Passcode: dolphins

Or iPhone one-tap :

US: +16699009128,,87103738967#,,,,,0#,,81045150# or +13462487799,,87103738967#,,,,,0#,,81045150#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592

Webinar ID: 871 0373 8967

Passcode: 81045150

International numbers available: <https://palihigh-org.zoom.us/j/81045150>

*As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Education meeting scheduled for Tuesday, August 25, 2020, at 5:00p.m. will move to a virtual/teleconferencing environment. **Calling into the meeting may incur a charge and PCHS is not responsible for any charges.***

*REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing*

Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Agenda

I. Opening Items

Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests
- C.** Remembering Marcia Haskin and Shane Thomas
- D.** Public Comment

Public Comment Procedure for Zoom/Teleconference Board of Trustees Meeting:

"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." Please submit your comments by writing your comment in the Q&A section at the start of the BOT Zoom Meeting. Your comment will be read aloud by the Board Chair during the Public Comment Section, which is limited to the first 30 minutes of the BOT meeting. Please be sure to include your first and last name. However, due to public meeting laws, the Board can only listen to your comment, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

E. Approve Minutes

Approve minutes for Special Board Meeting on August 13, 2020

F. Approve Minutes

Approve minutes for Special Board Meeting on August 13, 2020

II. Organizational Reports

A. Student Report

B. Parent Report

C. Classified Staff Report

D. Faculty Report

E. Human Resources Director (HR) Report

- Chief Business Officer (CBO) Contract

F. Director of Operations Report

- LAUSD Historical Invoices
- LAUSD Waiver and Indemnification
- LAUSD Sports and Recreation

G. Director of Development Report

H. Executive Director/Principal (EDP) Report

III. PESPU MOU

A. PESPU MOU

IV. Board Committees (Stakeholder Board Level Committees)

A. Budget & Finance Committee Updates

- Recommended 2020-2021 budget with e-learning contingencies
- Recommended budget for learning loss & mitigation funds

V. Academic Excellence

A. PCHS eLearning Program Updates

- B.** SMC CCAP Contract

VI. Finance

- A.** CONAPP Approval

VII. Facilities/Operations

- A.** Transportation Update
- B.** Operations Updates

VIII. Governance

Governance

- A.** 2019-2020 Annual Oversight Report
- B.** Election of Board Officer - Board Chair
- C.** Election of Board Officer - Board Vice Chair
- D.** Election of Board Office - Board Secretary

IX. New Business / Announcements

- A.** Announcements / New Business

- Date of the next Annual Board Retreat: Saturday, September 12, 2020 at 9am
- Date of the next Board Meeting: Tuesday, September 22, 2020 at 5pm

- B.** Announce items for closed session, if any.

X. Closed Session

- A.** Conference with Legal Counsel

- (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)

- B.** Public Employee Discipline/Dismissal/Release

- (Govt. Code section 54957) (Education Code section 44929.21)

C. Negotiations Update

- UTLA

XI. Open Session

- A.** Return to Open Session
- B.** Report Out on Action Taken In Closed Session, If Any.

XII. Closing Items

- A.** Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on August 13, 2020

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Thursday August 13, 2020 at 4:30 PM

Location

Public Link:

<https://go.palihigh.org/BoardOfTrusteesLive>

Passcode: dolphins

Or iPhone one-tap :

US: +16699009128,,88367237627#,,,,,0#,,74249497# or
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US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1
646 558 8656 or +1 301 715 8592

Webinar ID: 883 6723 7627

Passcode: 74249497

International numbers available: <https://palihigh-org.zoom.us/j/88367237627>

*As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees meeting scheduled for Thursday, August 13, 2020, at 4:30p.m. will again move to a virtual/teleconferencing environment. **Calling into the meeting may incur a charge and PCHS is not responsible for any charges.***

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:

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Trustees Present

Adam Glazer, Andrew Paris, Brenda Clarke, Brooke King, Ellen Unt, Emily Hirsch, James (Jim) Wells, Jewlz Fahn, Leslie Woolley, Paula Anderson, Sara Margiotta

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Amy Nguyen, Arlita Ilyas, Chris Lee, Dave Suarez, Don Parcell, Jeff Ropel, Mary Bush, Monica Ianessa, Russ Howard, Tammy Christopher

I. Opening Items

A. Call the Meeting to Order

Leslie Woolley called a meeting of the board of trustees of Palisades Charter High School to order on Thursday Aug 13, 2020 at 4:36 PM.

B. Record Attendance and Guests

C. Public Comment

Public comment started at 4:40 pm.

Leslie read an anonymous comment: **I would like to express my concern about the possibility of imposed maximums on the assessment category of my grade-book. It is my opinion that teachers, PLCs, and departments are better equipped to determine how to best set up their own grade-books in order to make sure that students are learning the material and that grades actually reflect that learning.**

I understand that the present circumstances are difficult for students and make their learning more difficult. I would definitely take that into consideration when deciding on a fair way of grading. However, I do not think that being imposed grading weights from the administration or this board best serves the students and in fact make my job as a teacher more difficult."

Minh Ha Ngo: While teachers are working during unprecedented times, we are still tasked with the same mission. They are being asked to teach digitally (and all that involves) and care for students wholistically. The MOU approved by faculty and administration was approved by 95% of faculty and respected the teachers enough make decisions in the departments and PLCs taking into consideration the current situation along with administration and Curriculum Council. Board should not supersede MOU with grading policy that hasn't been discussed and vetted in departments. They should respect teachers enough to use professionalism/expertise to accomplish their daunting mission.

Maggie Nance: Expressed concern that Dept. Chairs had the opportunity to give input on some of the items many of which are brand new. As far as she knows they were not given the opportunity to weigh in as educators. What was the source of the problems that led to the creation of this policy? If there are concerns about how as a faculty issue grades there should be meaningful professional development and the trust PLC and depts. to make the correct decisions. She is concerned that this will reduce the rigor and we are not providing the boundaries that the students need. We are allowing students to excel with lower standards in kids who are not impacted by this pandemic.

Dave Suarez - There are a number of issues that will be discussed and he is curious to why we are putting out info. that is in violation of current contract, MOU, and Ed. Code. Why are we discussing issues that are in violation of the above. He will speak up as the issues are discussed.

Susan Martin - Due to eLearning, student is anxious about not being able to meet with teachers for help. How does the school plan to address this limitation?

V. Nicholas - Why was Tutoring Center Coordinator position cancelled. Will Pali offer tutoring for students?

Michael Brent IV - I'm here to speak on behalf of parents and students that ride the bus at Pali and the new model that has been presented on how bussing will work. In regards to busing, for there to be a post out saying parents have to either pay full tuition for busing or just opt-out is not only ridiculous, but it's also not right. It's not right for parents and students to have to go through this while still not seeing a plan from Pali on how they will even do a hybrid model. No matter how many days in a month a student rides the bus or will be on campus they will still have to pay their full price. I don't know any alternatives, yet I'm honestly not surprised this is the path Pali has taken on this as busing is something that is always pushed back and pushed away from the public eye. I'm being honest here, if you want to say you care you'd have to ensure parents and students aren't having to think about opting out of busing knowing that public transportation is still a struggle for students. Along with that, we are in the middle of a Pandemic. To socially distance on a bus? Sounds like something else that isn't feasible. Anyone can see that pushing back the deadline for the down payment and scholarship is only due to a lack of people paying any price for an unknown and egregious case that is being presented to them. I've seen and experienced for years now how the impact transportation has on me and my peers. We've been very calm and understanding. This is the last straw. For me and others. Does the board not see this as an issue? I'm aware that not many parents or individuals here know much about busing on a first-hand basis, but can we talk about genuine care for the first time? Can we discuss methods in which students that ride the bus and their parents aren't having to choose to opt-out? If there has ever been a time where someone needs to step up it is now, again I know for a fact many people want the easy way out on busing. To me and others this is wrong and foolish. Too many students have been fighting for years on the transportation crisis and I feel the board needs to fight for transportation like it is a crisis that they want to fix. All we are fighting for is something that makes sense. While I may not know everything or be able to talk about any prices specifically, it's not as if that information is out in the public to review. I'd appreciate a more thoughtful review on the transportation issue and I know others would too. When will parents and students get the transparency that they deserve?

Stacy Henzel: What will the Friday schedule look like. Will it be flexible for families to plan field trips as a family?

Douglas Westen, As a new 9th grade parent, the school has been good about communicating and help her feel welcome. Would like updates on what formal structure will be put in place to help parents.

Rachel Davis: Working with USC on best practices for fall semester launch. Offered her help to assist Pali with eLearning structures.

Mary Capelli - Why are parents being required to buy transportation passes during remote learning? Many families are trying to make ends meet during this time.

Adam Amster - Do you think that they will do hybrid any part of the first semester or only online.

Razina Hadar Fazani. - appreciate for all hard work. It would be appreciated if you can please come up with a fair solution for busing.

Lisa Wood - Wondering if office hours will be scheduled.

? - Surprised to see that school day will be ending at 12 pm.

D. Approve Minutes

Brenda Clarke made a motion to approve the minutes from Board of Trustees Training on 07-09-20.

Emily Hirsch seconded the motion.

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

Roll Call

Emily Hirsch	Aye
Brenda Clarke	Aye
Paula Anderson	Aye
Sara Margiotta	Aye
Adam Glazer	Aye
Andrew Paris	Aye
Jewlz Fahn	Aye
James (Jim) Wells	Aye
Brooke King	Aye
Ellen Unt	Aye
Leslie Woolley	Aye

E. Approve Minutes

Paula Anderson made a motion to approve the minutes from Board Meeting on 06-23-20.

Andrew Paris seconded the motion.

Ellen was not present so she needs to be removed as a voting member.

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

Roll Call

Sara Margiotta	Aye
Emily Hirsch	Aye
Ellen Unt	Aye
Andrew Paris	Aye
Brooke King	Aye
Paula Anderson	Aye
Leslie Woolley	Aye
Adam Glazer	Aye

II. Academic Excellence

A. Back to School Plans and eLearning Policies

Dr. Magee, expressed interest in the feedback given. Policy was created to try to develop structure moving into the fall. She gave kudos to the teachers for being able and willing to pivot to a virtual model. Administration listened to teachers, parents, students about what worked well and what didn't. Now having legislation, state, LAUSD, making academic requirements and mandates. It is not the school's sole discretion as to whether we are going to hybrid even in small groups/cohorts so we are not going to discuss what that model looks like yet.

eLearning model is how we are starting in the fall and trying to make it as positive and informative as possible. Teachers have been amazing! They have been working hard all summer about how to make this work for students and teachers. Students/parents expressed that they needed more face to face interaction with their teachers. Opportunities for students to have student interactions and want to make sure this is addressed. How do we address intervention (academic and mental health) with students who haven't been able to interact and how to support AP students who might need additional different support.

We have to work together and need to work together to get to a place where we are all productive, healthy and supportive of each other.

Dave Suarez, asked as Principal and ED did she support the plan that is being presented and should he wait until presentation is done and then Dave to weigh in on how this violates the contracts.

Monica stated that the policy is a natural progression from Spring and taking into account State, CDE, legal, and county health departments. Staying with objectives of meeting learning needs of students, maintaining academic excellence and quality learning time for students. Addressing any learning loss from school absence and to maintain health and safety of school community in distance learning and to provide support to students and families as we begin eLearning. Report as submitted.

SB 98 points to synchronous and asynchronous minutes per day and there are a minimum of both required for a total of 240 minutes per day. Synchronous is real time with direct instruction and can be a video created and posted by the teachers. There are many types of synchronous learning and the administration respects the teachers professionalism and expertise to choose how this learning is provided to students. Asynchronous learning is independent work done by students.

Ellen shared that her students in the spring mentioned that the daily assignment was too much for them. Tami stated that the law does require the daily assignment. Per Dave,

contract required 1 graded assignment per week. Tami stated that the daily assignment does not need to be graded. Assignments can also be listed as ungraded.

Brenda suggested socially distanced tutoring in small groups to supplement kids who are struggling. Dr. Magee agreed that this is a model that they would be looking at in the future.

Mary Bush: Monica mentioned earlier about a coordination of services team we've had that for mental health for the past couple years. And so we're now developing one for the academics. So, a lot, a lot of our focus, especially during remote is to keep those kids engaged. That's why we're looking at attendance as why we're going to be reaching out to those who haven't participated for at least 60% of instruction during the week. So we want to know why they aren't engaged. Is it a device. Is it the internet. Are there issues or are there stumbling blocks that are keeping these these students from being successful and trying to address that through a team of adults that are assigned just to to them. So we're, we're looking at tutoring Pam mentioned that we want to make sure that they have socio emotional connection so that they have clubs. and that there's peer to peer interaction included so that we have multiple things that are drawing our kids in make this as meaningful situation as we can, you have in your document and I'm not going to list everything that you have the current pyramid of interventions and we've had this in place and we keep expanding it every year. So once we find we found out that there are no health or connection issues, those types of things will also then pull from our pyramid pyramid of interventions. And the laws always required a multi tiered system. So the level one are really all those things that teachers are doing every day in their classrooms and so we'll be looking at how can we support that.

Level two would be like Student Success team meeting or those things that the the general population doesn't need to be successful, that maybe that's something an extra layer we can add for a smaller group of students and then the most intensive tier might be our Special education or intense support, whether it's through a behavioral con tracked a section 504 plan credit recovery, those types of things.

We have quite a lot to offer our students. And now I think with this coordination of services team focused on academics, we can more better developed learning plans for individual students. Does anyone have any questions about that.

Paula Anderson: Just had a real quick question. Um, the study center center is listed on here as a school wide level one intervention. In what capacity is the Study Center going to be available to students?

Mary Bush clarified that we're still looking at that fall. And I think Pam alluded, we're looking at as many options as we can.

Mary Bush: And have it not just be during school hours. And so we're not sure yet if that Study Center is going to take place, or if we're going to be contracting with someone who can provide a broader range with longer hours of support.

Paula Anderson: So just to be clear, study center is not going to happen.

Pamela Magee: It will happen. I can say is there will be tutoring. We're just still refining like which plan will it be.

Other suggestions were made re: tutoring and creating learning environments and Dr. Magee clarified that we are not there yet but we will be, at a point in the not terribly distant future and that these suggestions are exactly the type of models that we want to look for are things that were in small groups or we can support kids.

Brenda Clarke: It's great, thank you. Because I think some kids are just better in person. Some aren't. and some can't get to us, but the ones that want to be there, some of the time in person. If we're allowed to do that with the rules with LAUSD that would probably be very helpful.

B. School Attendance Policy

Met with teachers, administrators, auditors and union and thinks they have a plan that is workable and not too time consuming. Most teachers didn't care for attendance quizzes so they will take attendance via Infinite Campus. Students have to take attendance by themselves. By law we have to ensure that students are attending more than 60% of classes. Virtual attendance will be confirmed with Infinite campus and updated accordingly so that the school can track absent students. Teachers will have the ability to revise the attendance for the day if a student was in fact present if the student is accidentally marked as absence. Absent students will be referred to Tammy's office so that they can reach out to students/parents who haven't been participating in school.

Paula, what do we do if students take attendance and then do nothing else. Teachers need to check in to confirm active student involvement to confirm participation so that we can identify them. If not engaged, teachers will go back and referring these students to Tami's office. If they were identified as not engaging, they would be marked as absent. Ellen asked about tardies and there will not be tardies. Tammy clarified that the 2 am cut off time was the furthest out that she was allowed to push the deadline. Dave Suarez clarified that this can't be pushed into a Sat. because this violates their contract and it can't be a requirement.

Tami Christopher: Period. We are referring to our school wide policy where a student may fail a class if they have seven absences. What we are asking is for this school year that that policy be waived.

Ellen Unt: I'm just curious. One thing that I understand is that there has to be a lot of flexibility in this situation. And and I get that. And I guess it's kind of been up to teachers discretion to be able to provide that flexibility, given the individual circumstances of the students and and the families that need that. And I just, I just, I just have a concern about

holding students accountable in terms of attendance and and i don't i'm not saying that it should or shouldn't be waived. But you know, it's just, I've noticed in my experience teaching online. The last semester. I had students that didn't check in at all. and they still passed.

A discussion ensued about the pros and cons of amending the attendance policy and whether or not students who were not affected by the current situation. The case was made that we don't want to penalize students who do have connectivity issues, who have other obligations at home, and who may have been effected by the current environment. Monica also reiterated the policy has built in support for those students who "attending class". Brenda also clarified that we need to be concerned about penalizing kids who do have issues in lieu of trying to keep kids from taking advantage of the situation.

Dave Suarez: To the best of my knowledge administration has per view over the attendance policy. It's just you'd hope that all stakeholders have input in that because the attends policy is designed to make sure that we maintain academic rigor.

Ellen Unt: I just one more question, please. Because I brought up a concern. But I also want to ask Tammy were there teachers who you felt were not working with students in their situation if they were in hardship. Is that why there's you feel the need to bring this forward because there were teachers that weren't cooperative and trying to support students with the difficult times.

Tami Christopher: Yes.

Tami Christopher: And I just want to clarify that this will not effect our ADA funding. Jewlz Fahn made a motion to suspend the Attendance Policy for the Fall Semester for 2020.

Adam Glazer seconded the motion.

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

Roll Call

Emily Hirsch	Aye
Brenda Clarke	Aye
Jewlz Fahn	Aye
Andrew Paris	Aye
Leslie Woolley	Aye
Adam Glazer	Aye
Sara Margiotta	Aye
James (Jim) Wells	Aye
Paula Anderson	Aye
Brooke King	Aye
Ellen Unt	Aye
Larry Wiener	Absent

C.

Daily Schedule

Dr. Lee gave a huge shout out to counselors who have been working hard all summer to schedule classes as best as they can. If you have submitted a schedule request be patient. Schedule mirrors what the teachers had presented to meet many of the needs as they pertain to eLearning. 0 period at end of even day and 7th period as the end of odd days. Each class has 60 minutes but will also need to meet the 80 minute requirement to meet the 240 minutes state mandate. Fridays will also start out with community outreach and to provide connectivity for the students. Schedule as submitted

If there is a holiday on Monday, the schedule shifts to a block for Tues-Friday.

Dr. Lee clarified that Fridays are time for intervention, faculty meetings but students will need to check in to each class and will have assignments to complete that day. He confirmed that they are still held accountable. He also clarified that Friday is club time as requested per the ASB.

Dave asked what are study seminars and is it really office hours. Paula clarified that this needs to be added so parents and students know that this is expected vs. assumed that there isn't a study seminar. Mary clarified that she didn't feel originally that it needed to be included but it can be re-examined and addressed. Brenda asked whether tutors and math paraprofessionals can be assigned office hours after school office to support students who need help. She believes there is going to be a large need to support these kids. Teachers have flexibility on the design of their office hours.

Pam discussed using Learning Loss Mitigation \$ to look at a 24 hour tutoring service because the administration is hearing the need for tutors outside of office hours and they are looking into solutions to provide support. Looking for multiple options available for students. Suggestion to have Schoology group for the math lab for students to access.

D. Grading Policy

MONICA IANNESSA: As I said before, PCH is has seriously been discussing grading policy well before covert hit. It has been discussing at curriculum Council, LTSP, it has been discussed at a Board level, it has been ever present. It has been presented in professional development.

She clarified that the Pali Administration does respect teachers professionalism and their expertise and and do respect our mission together to maintain academic excellence for students. And in fact, in the spring, being very concerned about COVID and its impact on our families and we did have families and students that were affected and impacted by this national crisis and still do.

Monica clarified that PCHS think needs to really look closely holistically at our student population. We are very wide population of families at Pali but we also are in many

different communities and have very many different economic levels and have very many different situations. So

She reminded everyone that in the spring there were discussions with Dept. Chairs, curriculum council, and administration to create a more forgiving grade band.

Moving into the fall, the majority of teachers wanted to go back to traditional straight grading scale.

The only thing that we've kept is the no credit grade in place of the F, the traditional F grade.

Dave Suarez pointed out that the materials we received for this meeting are different than the MOU to be reviewed at the next meeting. He clarified that the MOU includes a waiver to follow another grading scale by department or PLC with approval of their department administrator.

The weight of summative assessments was discussed at length with Monica and Russ Howard explaining the reasoning behind the decision and the need to support PCHS students that may already be struggling. He further clarified that this was not intended to punish teachers of whom he has a lot of respect.

Dave Suarez: The assessment issue is violation of academic freedom within the Ed code and is something that needs to be negotiated. Dr. Magee then confirmed that the administration has a legal opinion and would not ask the Board to do anything that wasn't legal.

Ellen Unt expressed questions on how this will impact project based classes. She is concerned that this is perhaps over-reaching. She also said that she is concerned about voting on something that people may not have enough time to look through. She also expressed concern for teachers who have set up their grading scales to work with the courses they teach.

Dave Suarez: If this is a weighting issue, which is different than the assessment issue all of the lead up to this took place prior to us coming up with our MOU. Dave read the MOU verbatim. He points out "that weighting of categories will be determined by departments and or PLC/SLC". He further clarified that this is a very important issue for teachers.

Monica Iannessa: Didn't feel that this excludes PLCs from making determinations on the weighting. What it does is set a limit. She further clarified that she thinks there will be a shift as teachers are concerned about how to ensure that students show up and engage. What this does is provide a cap so that summative assessments are not 90% and she clarified that it does exist.

It was also clarified that when Departments make weighting determinations, these decisions are then to go to the Board for approval.

Leslie read a legal opinion: April 1, 2020 - Guidance by the California Department of Education stated that local educational agencies have the authority to determine how final grades will be assigned and teachers have final discretion when assigning grades. Ed code section 49067 authorizes school boards to prescribe regulations regarding the education of each pupils' achievement ie. to adopt grading policies. It remains our position that the decision to adopt modify grading policy is not negotiable and specifics of a grading policies such as weighting of tests or student work are equally not subject to bargaining.

Based upon this, the validity of the current MOU was then discussed. Dave Suarez clarified that this is a huge, huge sticking point because as educators because math and science and art and foreign language special ed every subject matter is different.

Dr. Magee also clarified that the MOU is only valid during the period of eLearning. She also clarified that the Board has been requesting a grading policy multiple times.

Brenda Clark expressed her gratitude for everyone's hard work. She expressed concern as a teacher for large # of students with 504s and kids transcripts being damaged by eLearning. Test taking has been much for difficult during this environment. She wants to be very careful not to hurt students during this challenging time. Suggested a tentative MOU with a stipulation that each Dept. brings to the Board their weighting decisions.

MONICA IANNESSA expressed the need to have these policies to hold accountable and to provide equity and consistency for students.

Ellen Unt clarified that I know she did a lot of extensive work with PLC & department chairs and submitted our syllabi and they are in the Google docs. If people wanted to access them. She also asked if it would be possible to ask for a waiver based up the type of class a teacher teaches. She also expressed that this grading policy creates additional work as she has to pivot.

Dr. Magee clarified that the administration would be willing to consider some types of waivers as noted above.

Multiple choice were also discussed and Monica Iannessa clarified that there were a lot of challenges to these and to get authentic answers. She clarified that this didn't work in her department.

Mary Bush clarified that she has seen students hurt by prior policies and that student surveys have indicated that they would prefer project based math assignments. Project base assignments

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Sara Margiotta asked if teachers have time to adjust to the new grading policy if they needed to adjust their curriculum or assessments if they had spent the summer working towards a different model. Ellen stated that she would need to reconsider a lot of things that would need to change or she would need to rethink a lot of things. Monica clarified felt that she didn't think it would create a lot of change. Tami shared the need to provide consistency for students.

Dave Suarez: start this off by saying I represent the teachers in the situation, this is why I'm speaking. I don't have the authority to to change what has been voted on. He clarified that teachers should be leaders at PCHS and when the school went to Independent Charter, it was teacher driven. He further stated that they are going to stick with the MOU. He also expressed concern about the timing of the release of the grading policies as it related to the start of school.

Monica lanessa further clarified that the grading policy was discussed in curriculum council and that document was built with the department chairs.

Dr. Magee also reiterated the need for the Board to be involved in a long term grading policy.

Dave Suarez stated that if the Board votes for the Grading Policy we will be voting against the MOU.

Sara Margiotta stated that she agrees that we need a consistent grading policies. But again expressed her concern about allowing people enough time to pivot to adjust to the presented Grading Policy.

Brenda Clark gave some alternative options but clarified that bottom line we need to be careful not to hurt the students.

Dave Suarez clarified if MOU is invalidated, we will go back to the rotating Bell schedule and the whole FaceTime will follow whatever the state mandates us to do. Asynchronous synchronous learning will be whatever the state mandates us to do. Voting for this grading policy is saying we don't trust teachers and we don't trust department chairs. We don't trust PLC.

Legal Council was consulted

The agenda item was tabled at 7:58 pm.

Item was resumed at 9:25 pm. Leslie informed the Board that in speaking with Mark Breese we are allowed to vote on Grading and MOU in the same meeting. Interested parties (Certificated Employees) are not allowed to vote.

Dave asked to speak to the Board and Leslie. Steve asked to see the legal recommendation in writing. Leslie stated that she would provide him what the attorney said. Steve argued that he could provide UTLA legal advice which contradicts PCHS legal advice.

Leslie asked that the discussion be discontinued since we have talked about this item for over an hour.

Adam Glazer made a motion to approve the grading policy as described in the eLearning Policies.

James (Jim) Wells seconded the motion.

Sara Margiotta is a reluctant yes because of the timing of the Grading Policy as it pertains to the start of school.

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

Roll Call

Paula Anderson	Abstain
Brooke King	Aye
Andrew Paris	Abstain
Jewlz Fahn	Aye
Sara Margiotta	Aye
Leslie Woolley	Aye
Larry Wiener	Absent
Brenda Clarke	Abstain
Ellen Unt	Abstain
James (Jim) Wells	Aye
Emily Hirsch	Abstain
Adam Glazer	Aye

E. Suspension of Community Service Requirement for Graduation

Russ Howard introduced himself.

Discipline rules are still in place and can still suspend and expell students. This addresses AUP (internet discipline policy) if you have questions please feel free to email him. Students will still be held accountable to this.

It was presented that there was a desire to waive this graduation requirement in order to make this equitable for all students. The pros and cons of this community service were discussed. However, it was highlighted that some of PCHS students have other at home obligations and just don't have the capacity and there is a need to make this equitable for all students.

Brenda suggested doing a random act of kindness club where people can do/get community service where this can be done.

A discussion about how to handle the community service hours for 9th-11th grade and it was decided to simply focus on waiving this graduation requirements and handle the service hours for current 9th-11th grade at a future time. It was also clarified that currently this only applies to the Class of 2021.

Sara Margiotta made a motion to approve the suspension of the Community Service Graduation Requirement for the Class of 2021.

Paula Anderson seconded the motion.

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

Roll Call

Andrew Paris	Aye
Larry Wiener	Absent
Jewlz Fahn	No
Emily Hirsch	Aye
Adam Glazer	Aye
Leslie Woolley	Aye
James (Jim) Wells	Aye
Ellen Unt	Aye
Brenda Clarke	Aye
Sara Margiotta	Aye
Paula Anderson	Aye
Brooke King	Aye

Sara Margiotta made a motion to Sara Margiotta.

Paula Anderson seconded the motion.

Add Jim approved

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

III. Operations/Facilities

A. LAUSD Facilities Waiver

Discussing with LAUSD as to when we will be able to open facilities outside school but couldn't do it until we receive liability waivers from LAUSD. Don still hasn't received these so this is a pending item.

Discussed flea market that is at Fairfax HS. Can we bring pool and FM back for income and perhaps outside sports. How can we push to allow these outdoor activities. Fairfax is allowed because it is part of LAUSD vs. Pali which is an independent charter. Jewlz also commented that Loyola is also moving back to sports etc.

Don clarified that we could have some practices based on CDC guidelines, etc. but we are waiting for our LAUSD's approval and a waiver of liability signed by PCHS. There were also discussions about individual parent liability waivers for sports. There were discussions about how that this will lift the spirits of families. But there are differences between club teams and PCHS sports clubs. These sports practices would be club teams vs. PCHS practices at this point.

B. Historical LAUSD Invoices related to Facilities and Sole Occupancy Agreement

LAUSD is our landlord and our lease says that we are responsible for maintenance issues other than a few property related issues that are the responsibilities on LAUSD. In 2018 to present there were infrastructure issues (gas, water) and these were built in the 60's and there is now infrastructure issues. LAUSD makes the repairs and then charges PCHS. We never received these bills or invoices. In winter 2019, we were given invoices for these repairs. This was \$308,000. The biggest aspects of this bill is the aging infrastructure.

To raise money to pay for district aging infrastructure, LAUSD approved the use of bond money which was available to them. Once the use of this bond money was approved, we no longer have to pay for repairs. However, Don's argument with LAUSD is that the Bond \$ should be used to repair aging infrastructure that was done before the bond money use was approved because these were infrastructure repairs. Don is trying to negotiate this to have LAUSD \$168,000 credited (Like the other \$500,000+ repairs that were credited because of the available bond money).

LAUSD isn't allowing us to negotiate the \$168,000 at this point. There are concerns if we don't pay the pending repairs are going to continue to be delayed.

Pali Academy is now "off limits" and we cannot bid to use the facility until we pay our bill.

Our material revision of an additional 100 students he believes will not be considered until we pay the bill.

Brenda stated that we just need to pay the bill. Attorneys have been consulted and the sentiment is that it is in our best interest to pay the bill.

James asked why they are not responsible for paying for all of the repairs because they are our landlords. Don clarified that our based on our lease from 2010 (same as other conversion charters), we do not pay a rental fee. We pay an oversight fee of 1%. If we paid a 3% fee we would have more LAUSD involvement but financially this doesn't make sense.

The Board consensus is that the bill amounts will be reverted to B&F Committee on Monday for allocation of payment.

Meeting was adjourned at 8:42 for 10 min break.

Meeting resumed at 9:25 pm.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:58 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Approve Minutes

Section: I. Opening Items
Item: F. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on August 13, 2020

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Thursday August 13, 2020 at 7:30 PM

Location

Public Link:

<https://go.palihigh.org/BoardOfTrusteesLive>

Passcode: dolphins

Or iPhone one-tap :

US: +16699009128,,88367237627#,,,,,0#,,74249497# or
+13462487799,,88367237627#,,,,,0#,,74249497#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1
646 558 8656 or +1 301 715 8592

Webinar ID: 883 6723 7627

Passcode: 74249497

International numbers available: <https://palihigh-org.zoom.us/j/88367237627>

*As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees meeting scheduled for Thursday, August 13, 2020, at 7:30p.m. will again move to a virtual/teleconferencing environment. **Calling into the meeting may incur a charge and PCHS is not responsible for any charges.***

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at least 24 hours in advance.

SUPPORTING DOCUMENTATION:

Supporting documentation is available at the Main Office of the School, located at 15777 Bowdoin Street, Pacific Palisades, CA 90272, (Tel: 310- 230-6623) and may also be accessible on the PCHS website at <http://palihigh.org/boardrecords.aspx>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Trustees Present

Adam Glazer, Andrew Paris, Brooke King, Dara Williams, Emily Hirsch, Larry Wiener, Leslie Woolley, Paula Anderson, Reeve Chudd, Rick Steil, Sara Margiotta

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Isabel Gill, Russell Howard

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Thursday Aug 13, 2020 at 7:30 PM.

B. Record Attendance and Guests

C. Public Comment

II. Academic Excellence

A. UTLA PCHS eLearning MOU

Leslie clarified that the MOU does not undermine the Board's right to have a grading policy per the PCHS attorney.

Brenda stated that this feels conflicting between the different language. She asks which will take precedence.

There were discussions about whether these did or didn't conflict. Leslie Woolley read both and stated that she didn't think they were conflicting. Dave Suarez disagreed and asked what they were supposed to tell teachers.

There were also discussions that voting on the MOU without the attorney's statement that the Board is allowed to vote on this, the Board would be violating the Brown Act.

Dave Suarez: We are interested in collaboration unification and working towards what's best for students. He clarified that if this is best for kids, they want to work it out. He feels that the trust is gone over 1 semester of eLearning. He also clarified that they had plans to work with the administration and the Board as we talk about moving into a hybrid mode.

James Wells: Would be really helpful if administration and the teachers representatives get together to come up with a new agreement that you both agree represents what you both want to do in the best interest of the children and then do a vote as quickly as possible.

A discussion continued with suggestions on how to work together to move forward.

Brenda Clark stated that it feels like a serious turning point. Has concern about making a rash decision. Hopes everyone needs to gather thoughts, get information and try to get consensus from Department Chairs tomorrow that would unify everyone. It is really concerning to her.

Dave Suarez: We'll send this out to our members and if they vote to invalidate the MOU because it no longer applies in its entirety. Then we will be back at square one.

Leslie Woolley: I would need someone to make a motion. And again, based on legal counsel recommendation interested parties (certification employees should not vote on this).¹

Leslie Woolley: Well, our next board meeting or next regular board meeting is August 25 and school starts on the 19th and thank you all again for being here and thank you for your input and

Leslie Woolley: I look forward to school starting and look for the students coming back.

Emily Hirsch made a motion to approve the eLearning MOU.

Dara Williams seconded the motion.

Jewlz Fahn also voted to approve.

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

Roll Call

Adam Glazer Aye

Leslie Woolley Aye

Dara Williams Aye

Brooke King Aye

Andrew Paris Abstain

Sara Margiotta Aye

Emily Hirsch Aye

III. New Business / Announcements

A. Announcements / New Business

Jewlz Fahn: Pali Quarterback Club has a few fundraisers going on, Both of these fundraisers can be found on their website Pali football.org

B. Announce items for closed session, if any.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 08-25-20.pdf



PALISADES CHARTER HIGH SCHOOL

Faculty Report Board of Trustees Meeting August 25, 2020

Paula Anderson
Brenda Clarke
Ellen Unt

Faculty:

- Faculty morale is at an all-time low
- This week ALL Department Chairs resigned from their positions after the Board of Trustees vote on a grading policy for weighting and categories during the August 13th BOT meeting that had language that contradicted the MOU.
- The majority of Professional Learning Community leaders also resigned in support of the department chairs. PLC meetings are teacher collaboration, by department, that are held so that teachers can collect data, develop curriculum, collaborate on classroom issues, etc.

Professional Development & eLearning Expenses:

- Despite having an additional \$1.4 in Federal funding that could be used for PD, PCHS administration did not offer sufficient Professional Development to teachers. UTLA-PCHS provided the only PD with teachers who donated their time to help.
- UTLA-PCHS provided professional development on Monday, August 17th. There were 12 sessions, three each hour, and almost every session was packed. This time was donated by teachers in order to help teachers get ready for eLearning.
- Teachers in many districts received days of organized PD with professional trainers to prepare for eLearning.
- Teachers also report increased expenditures (phone, internet, monitors, scanners, etc.) to provide the appropriate home office set-up required to implement eLearning properly and professionally. No reimbursement has been offered.

Negotiations:

- Some BOT members are sending out letters to parents about how well compensated Pali teachers are, basically making negotiations seem all about money, when that is not the case whatsoever.



PALISADES

CHARTER HIGH SCHOOL

- Teachers are concerned about the lack of collaboration and input they have when it comes to working with administrators. It is also felt that there is a lack of communication and transparency.
- All but one of our administrators are paid at a higher rate than LAUSD Principals.
- Teachers are receiving emails and calls from students and parents. They are showing increased frustration and anger regarding the lack of a teacher contract.
- The teachers hope to have their contract resolved Wednesday in mediations on. Teachers DO NOT under any circumstances want to hurt students and hope for a positive resolution.

Additional information may be conveyed orally and through the Q & A at the meeting by the UTLA-PCHS representatives and by teachers during the public comment time.

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: Vote
Submitted by:
Related Material: HR Board Report August 25 2020.pdf
Admin Contract Chief Business Officer 8.2020.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

August 25, 2020

New Hires:

Name	Classification/Position	Funding	Effective Date
Buckman, James	RSP Teacher	Spec. Education	8/17/2020
Garrett, Ashley	Teacher - English	General	8/17/2020
Kwok, Helen	Teacher – English (<i>Temp. Fall</i>)	General	8/17/2020
Martinez, Aurora	Teacher - World Lang. (Spanish)	General	8/17/2020
Turnblom, Michael	Choral Teacher	General	8/17/2020

Retirement/Resignation/Release

Name	Classification/Position	Funding	Effective Date
Waters, Manny	Tech III	General	8/2/2020
Wong, Jaco	Teacher – VAPA, Choir	General	8/5/2020
Wood, Greg	Chief Business Officer	General	8/7/2020

Benefits:

Open Enrollment for all eligible PCHS employees will close on August 21st. During the month of October the Navia system will open online enrollment for PCHS employees to sign up for flexible spending accounts for the 2021 calendar year. This money will be deducted for their accounts pre-tax.

HR will also have Schools First host a video webinar regarding 403(b) retirement savings and account information for faculty and staff on September 9th, 2020.



HR Report – page two

Compliance: The vast majority of Staff have completed their mandated child abuse awareness, suicide awareness and blood borne pathogens trainings as well as the additional trainings required. HR will follow up with the small number of staff that continue to need to complete their online trainings in compliance with state and federal laws and the LAUSD oversight regulations.

Negotiations:

Action item:

_____ HR is recommending a vote to approve the PESPU union tentative agreement (documents attached)

_____ HR is recommending a vote to approve the PESPU union retirement incentive agreement (documents attached)

Admin Contract:

Action item:

_____ HR is recommending a vote to approve the Chief Business Officer
.(contract attached)



Employment Agreement Between PALISADES CHARTER HIGH SCHOOL and JUAN PABLO HERRERA

THIS AGREEMENT (“Agreement”) is made and entered into as of the date fully executed by and between the Board of Trustees (“Board”) of Palisades Charter High School (“PCHS”), a California Non-Profit Public Benefit Corporation and JUAN PABLO HERRERA (hereinafter referred to as the “CHIEF BUSINESS OFFICER”).

R E C I T A L S

WHEREAS, PCHS is a corporation, organized and operating exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, PCHS is authorized pursuant to its Articles of Incorporation and By-Laws to appoint and hire the CHIEF BUSINESS OFFICER to assist the Executive Director/Principal and to carry out the duties and functions of the position as directed by the Executive Director/Principal and/or the Board; and

WHEREAS, PCHS desires to retain the services of the CHIEF BUSINESS OFFICER by way of this Agreement and the CHIEF BUSINESS OFFICER is qualified to perform such duties; and

WHEREAS, the CHIEF BUSINESS OFFICER and PCHS desire to formalize the employment relationship by way of this Agreement;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereto agree as follows:

AGREEMENT

1. **TERM.** PCHS hereby employs the CHIEF BUSINESS OFFICER from August 26, 2020 to June 30, 2023 (multi-year contract), according to the terms and conditions set forth in the Charter, or as specified herein. In the event of a conflict between the provisions of this agreement and the charter, the provisions of this agreement shall prevail.
2. **COMPENSATION.**
 - a. For the 2020-2021 school year, the CHIEF BUSINESS OFFICER shall receive an annual salary of \$140,273.00, to be paid in monthly payments, subject to all regular withholdings. The \$140,273.00 is an annual rate for the period of July 1, 2020 to June 30, 2021, this will be prorated for a start date of August 26th, 2020.

8. **TERMINATION OF AGREEMENT.** This Agreement may be terminated prior to the end of its term as a result of any of the following events:
- a. mutual written agreement of the parties;
 - b. retirement, legal incapacity or death of the CHIEF BUSINESS OFFICER;
 - c. Charter revocation;
 - d. early termination of at-will employment by PCHS without cause in which event a gross taxable sum equivalent to twelve (12) weeks of salary (subject to all regular withholding) and benefits shall be paid to the CHIEF BUSINESS OFFICER as severance;
 - e. discharge from at-will employment without severance, for cause.

Acceptance by CHIEF BUSINESS OFFICER of the severance payment pursuant to Section 8(d) shall constitute the sole amount owing and paid in the event of termination of this agreement without cause.

The bases for discharge for cause may include but are not limited to conduct such as neglect of duty, incompetence, breach of contract, dishonesty, disclosure of confidential information, unprofessional conduct, insubordination, violation of law or conviction of any felony or other criminal offense, or any failure of good conduct that might be likely to affect PCHS negatively.

Prior to discharge for cause, the CHIEF BUSINESS OFFICER shall be provided with a statement of charges and given an opportunity to respond orally or in writing to such charges. The CHIEF BUSINESS OFFICER shall be entitled to appear personally before the Board to present any evidence or testimony to contest the statement of charges. If the CHIEF BUSINESS OFFICER chooses to be accompanied by legal counsel at such meeting, the CHIEF BUSINESS OFFICER shall bear any cost therein involved. The CHIEF BUSINESS OFFICER shall be provided a written decision setting forth the decision of the Board. The decision of the Board shall be final and this Agreement will terminate as of the date of that decision.

During the pendency of disciplinary proceedings, the Board reserves the right to place the CHIEF BUSINESS OFFICER on paid administrative leave.

Upon termination for cause, the CHIEF BUSINESS OFFICER shall receive his/her proportionate compensation to the effective date of termination, along with his/her rights to other benefits as governed by any applicable plans, programs or policies such as health benefits, etc.

The termination for cause provisions of this Section shall not be construed as an agreement to terminate employment only for cause, but rather are intended to provide a mechanism for termination from employment without the payment of severance provided in Section 8(d).

In the event of Charter revocation, all contractual obligations under this Agreement cease immediately upon the effective date of revocation.

Unless the agreement is terminated prior to the end of its term pursuant to this Section or the term is extended in writing in accordance with Section 12, the employment of the CHIEF BUSINESS OFFICER will terminate at the end of the term of the agreement and no additional notice is required.

9. ENTIRE AGREEMENT. This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.
10. WAIVER. Either party to this Agreement may specifically and expressly waive, in writing, compliance or any breach by the other party with any term, condition or requirements set forth in this Agreement. Any such waiver, however, shall not constitute a further or continuing waiver of the same requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.
11. JURISDICTION. The parties hereby understand and agree that this Agreement, including the attachments hereto, has been negotiated and executed in the State of California and shall be governed by, and constructed under, the laws of the State of California.
12. AMENDMENTS. No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing and signed by the authorized representative of both parties.
13. ARBITRATION OF DISPUTES. The parties agree that any dispute regarding the application, interpretation or breach of this Agreement will be subject to final and binding arbitration. Attorney's fees, costs and damages (where appropriate) shall be awarded to the prevailing party in any dispute, and any resolution, opinion or order of the Arbitrator may be entered as a judgment of the Superior Court.
14. INTERPRETATION AND OPPORTUNITY TO COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.
15. SEVERABILITY. If any term, provision, condition or covenant of this Agreement shall to any extent be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.

- 16. COUNTERPART EXECUTION. This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

- 17. SIGNATURES. We affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

PALISADES CHARTER HIGH SCHOOL, a California Non-Profit Public Benefit Corporation

By:

Dr. Pamela Magee,
Executive Director/Principal

Date

Juan Pablo Herrera
Chief Business Officer

Date

**ATTACHMENT A:
BENEFIT DESCRIPTION**

1. The CHIEF BUSINESS OFFICER is entitled to participate in PERS or STRS, in accordance with their requirements.
2. The CHIEF BUSINESS OFFICER is entitled to participate in PCHS provided health and welfare benefits including but not limited to medical, dental, vision and life insurance. In addition, CHIEF BUSINESS OFFICER has the opportunity to enroll in other health and welfare benefits including but not limited to additional life insurance, pre-tax savings programs, 403(B), discount programs, etc. PCHS reserves the right to change benefits providers or packages as necessary, while still ensuring compliance with the employee benefits section of the Palisades Charter High School Charter.
3. The CHIEF BUSINESS OFFICER is entitled to leaves of absence in accordance with applicable Federal and State law, including but not limited to Family Medical Leave Act (FMLA), State Disability Insurance (SDI), Paid Family Leave (PFL), Pregnancy Disability Leave (PDL), etc.
4. The CHIEF BUSINESS OFFICER is entitled to Paid Holidays of 12 days annually during the term in keeping with the adopted annual school calendar. Holidays must be used on the day assigned, and unused holidays will not roll over or be paid out at contract termination. During the 2020-2021 school year, these dates include the following 11 holidays due to a start date of August 26th 2020:
 - July 4 Independence Day
 - September 4 (CA Admissions Day)
 - September 7 Labor Day
 - November 11 Veterans Day
 - November 26 Thanksgiving Day
 - November 27 Day After Thanksgiving
 - December 25 Christmas Day
 - December 31 New Year's Eve
 - January 1 New Year's Day
 - January 18 Martin Luther King Jr. Day
 - February 15 Presidents Day
 - May 31 Memorial Day
5. The CHIEF BUSINESS OFFICER is entitled to paid sick days of 12 days annually during the term. Paid sick days accrue at a rate consistent with days worked. CHIEF BUSINESS OFFICER may borrow against the contract year's paid sick days, but if he/she terminates his/her contract prior to contract end date, used, unaccrued days must be paid back to Palisades Charter High School. Unused paid sick days will roll over as outlined by STRS and PERS, but will not be paid out at contract termination. During the 2020-2021 school year, this will be prorated for a start date of August 26, 2020 and will include eleven (11) days.

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: Vote

Submitted by:

Related Material:

PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - F. C
CFM Plan Summary for Re-Opening FM.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Operations Report.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - D. L
ACDPH Email Approval.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 4. LAUSD Sports-Recre
ation-Activities - B. Letter.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 4. LAUSD Sports-Recre
ation-Activities - A. Email.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - C.
Waiver Track Changes Version.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - D. L
ACDPH Guidance for Re-Opening Pools.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - B.
Waiver Clean Version.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - E. P
CHS Plan Summary for Re-Opening Pool.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 3. LAUSD Waiver - A. L
etter.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - C. E
mail.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - D. L
etter 1.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - E. L
etter 2.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - B. I
nvoice.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 1. Summary of Docs.pdf
PCHS Board Report for Operations for 2020-08-25 Board Meeting - Docs - 2. LAUSD Invoice - A. H
istorical Summary.pdf

Pacific Palisades Market Plan for Social Distancing

Submitted August 20, 2020

Entrance & Exit Controls

- We will have one exit and one entrance to the market. The entrance will be on the North end of the market and the exit on the South end of the market.
- The line to get in the market will be spaced out 6 feet apart by chalk market X's on the ground. If it rains, we will use heavy duty tape instead. This line will stretch from the market entrance on the North side down towards Temescal on the sidewalk.
- There will always be 1 Staff member at the entrance, 1 staff member at the exit and 1 staff member roaming the market, assisting customers in social distancing, and keeping their masks over their nose and mouth.
- We have found through running our other markets that the person inside the market has the best eye for the social distancing within the market and they are communicating with the person at the entrance to let people in or stop the line until more people leave the market.
- If at any time the staff inside the market feel as though there is a reason to stop the amount of people, they will walkie-talkie the person at the entrance to hold off letting anyone in until they let them know it is ok again.
- Handicap or physically disabled patrons will be allowed in the entrance or exit, depending on where they have parked their car or walked from. If they approach the exit the staff will walkie-talkie to the staff at the entrance that the next person that needs to enter will be from their end. The staff at the entrance will then let them know when they can enter.
- The stairs in the middle will be blocked off so that no one will enter from the middle of the market. There will also be a sign pointing customers in the direction of the entrance.
- SIGN A (see map): Posted at the entrance will be a sign that we ask patrons to read and verbally agree to before they are allowed to enter the market. These guidelines will say the following:
 - We are asking all customers to keep their time in the market under 20 minutes to allow the maximum number of people possible to shop at the Farmers Market.
 - Please be aware of your 6 foot social distancing as you walk through the market.
 - Pay attention to the signage posted at each booth and chalk marked on the ground letting you know how many people can be in a booth at any given time and where the line forms to get into the booth.
 - Families: we are only allowing 2 members of the household into the market and we ask that those 2 members please split up to do shopping if possible. We ask that if at all possible, you leave your children at home.
 - You must wear your mask at all times while in the market on your nose and mouth.

Our staff will ask that each person waiting to go in reads the guidelines and verbally agrees to them. Our staff will also be there to read them to anyone who needs assistance with reading or understanding the rules.

- Additional Signage (see map for a visual of locations of signage):
 - Sign A: Entrance Signage with Guidelines for Customers
 - Sign B: Exit Only Signage

Inside the Farmers Market Controls

- We will have staff roaming inside the market in order to assist with social distancing and to break up any groups who have stopped to talk.
- On every tent leg there will be a sign posted reminding patrons of 6 foot social distancing.

In addition to all of these measures we are also following all LA County Health Department guidelines for operating the Pacific Palisades Certified Farmers Market.

Thank you,

Melissa Farwell
Director of Coordination
Melissa@ccfm.com
818-591-8161



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report August 25, 2020

Security/Safety – Coronavirus Related in Some Manner:

Cleaning/Safety:

- PCHS continues to following LA County Department of Public Health (LACDPH) guidelines for Social Distancing and Mask Wearing on campus, as well as pre-campus-access Health Checks for COVID related Symptoms and Temperature.
- Janitorial personnel are on-campus 5-Days a week (Mon thru Fri) to clean/disinfect the regularly used areas of campus, and are scheduled to continue until everyone is back on campus regularly. Disinfecting occurring daily of high-touch points in regularly used by multiple people areas on campus, including but not limited to door knobs/handles, light switches, railings, high-traffic offices, regularly utilized counter and conference tables, etc.
- Extra Janitorial personnel are being added for disinfecting now that school has started and there are more teachers on campus regularly.
- Extra Janitorial personnel have been on campus for the two weeks so far of the School Start Distribution Process (SSDP) to continuously disinfect/clean the tables, chair, carts, etc. at the 6 Stations, and the Restrooms used by the SSDP Workers.
- Additional supplies ordered and received to aid PCHS in both the extra cleaning and daily consumables during summer and 100% Remote Learning time periods. Thing like, but not limited to: Masks, Face Shields, Self-Pump Hand-Sanitizer, Dispenser Delivered Hand-Sanitizer, Disinfecting Wipes, Disinfecting Sprays, Additional TP, Paper Towels, Hand-Washing Soap, Protective Gloves, Gowns, etc.
- Purchased Plexi-Glass In-Person Interaction Guards for higher-volume offices/counters – Main Office, Attendance Office, Counseling, College Center, Library, etc. Operations Team also building our own floor-standing Side-by-Side dividers for same offices to help protect all people involved.
- Planning for eventual 2020-21 Fall Semester Students-on-Campus Hybrid Mode related to additional labor and materials to accommodate:
 - Janitorial Personnel for Continuous Disinfecting
 - Monitoring Personnel for Social Distancing, Mask Wearing and Temperature Checking
 - Additional Supplies/Materials for Disinfecting
 - Additional PPE for both PCHS Personnel and Students/Visitors



PALISADES

CHARTER HIGH SCHOOL

Security/Safety – Coronavirus Related in Some Manner:

Security/Safety:

- PCHS Campus Aids took over all Security Shifts that 3rd-Party Security Guard company Joffe Security Services previously provided and now handle Evening & Weekend Shifts. Joffe currently provided substitute or overflow needs when needed, and will be available to staff back up when needed once students are back on campus.
- PCHS Security Guard coverage via both Campus Aids and Joffe was increased for SSDP period to help manage/monitor that process, but has now been reduced back again to levels similar to Summer Break mode for non-make-up days, and is expected to continue until the next time students are on campus regularly.
- Campus is accessible for Faculty/Staff 7-Days/Week Mon-Fri 6:00am-7:00pm and on Weekends 7:30am-4:00pm as needed through summer, but limited to 7am – 4pm.
- Specific Emergency Days campus access rules in place for visiting Students, Families, 3rd-Parties, Vendors, etc. Accommodations exist for Students to pick-up items as needed, essential parent/PCHS meetings, deliveries, etc. All people coming on campus need to complete/pass a Health Check.
- To practice the required quality Social Distancing, and minimize the introduction of possible COVID-19 Virus to campus, Security is enforcing the directive to keep down the number of people coming to campus as required by LA City Regulations. All PCHS Personnel and Visitors are welcome, as long as they have a reason to be on campus.
- All non-essential facilities are closed, locked and not available for use, including but not limited to: Pool, Large/Small Gym, Baseball Field, Tennis Courts, Mercer/Gilbert Halls, Stadium, Stadium Parking Lot, etc. based on latest LAUSD rules and requirements. Even though County/City may have more relaxed rules, LAUSD has stated that campus facilities will not be able to re-open before 8/1/2020 at the earliest.
- Classroom & School-Wide safety supplies/materials re-checked and replenished as needed in anticipation of both potential need and upcoming safety inspections for LAUSD Charter School Division.
- Trip hazard remediation for campus walkways were mitigated via cement grinding, cement patching/repairs, etc.
- All typical Safety Drills for 2020-21 will be planned and scheduled once it is determined we will be having Students-on-Campus for 2020-21.



PALISADES

CHARTER HIGH SCHOOL

Security/Safety - Standard:

- PCHS fundraising for Safety & Security is still needed to build up the necessary funds to implement well-established Safety Priorities as determined via multiple stakeholder surveys and assessments with 3rd-Party experts. Many important safety measures are currently not being pursued due to lack of funding, but are highly desired (in no particular order):
 - Additional Security Cameras
 - Additional Emergency Exit Gates
 - Additional Exterior Lighting
 - Additional Perimeter Fencing
 - Fence Breach Detection/Alerting System
 - Contracting local security company for on-call emergency support
 - Guard Staffing to proactively monitor cameras (or have service that does)
 - Intrusion Detection System

- With the increased concerns for student and employee safety for a variety of reasons when on campus, PCHS expects all PCHS Personnel to visibly wear their current year PCHS IDs at all times. This is to help the Security Team to easily recognize who should be on campus, and more importantly, who should not. This simple to follow requirement will help ensure the safety of all Students/Faculty/Staff. Therefore, all PCHS Personnel, parents, adult visitors and stakeholders should be prepared for increased diligent on ensuring adults are visibly wearing their PCHS IDs or Visitor Badges.

- PCHS fundraising for Safety & Security is still needed to build up the necessary funds to implement well-established Safety Priorities as determined via multiple stakeholder surveys and assessments with 3rd-Party experts. Many important safety measures are currently not being pursued due to lack of funding, but are highly desired (in no particular order):
 - Additional Security Cameras
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 - Guard Staffing to proactively monitor cameras (or have service that does)
 - Intrusion Detection System



PALISADES

CHARTER HIGH SCHOOL

Transportation:

- Resumption of Regular Ed, Special Ed, Athletic and Field Trip busing to resume once some degree of Students-Back-on-Campus returns, whether for the entire study body or a hybrid/staggered social distancing oriented schedule. Bus Company ATS and the Transportation Dept. are discussing matters regularly.
- The 2020-21 School Year PCHS School Bus Registration & Scholarship Application, which started on 2/18, was scheduled to conclude on Tue 3/24, but due to the COVID-19 Events was extended through 5/4, and then regularly extended to the current Wed 8/26 Deadline. It is anticipated the deadline will continue to be extended until PCHS is 4-5 weeks out from the start of Hybrid Mode when students will start riding buses again.
- While a number of riders have recently Opted-Out of the PCHS School Bus Program (~20), there are still ~430 Registered Riders. However, the number of families that have paid their down-payment is only ~315. In order to maintain the Bus Program Routes/Buses & Stops as currently designed/mapped-out, we will need at least 100 more students to pay their down-payment by the eventual deadline.
- As of the through 8/12 deadline for 2020-21 PCHS School Bus Registration, 413 students have registered for the bus, and another 10-12 have expressed interested, plus some newly offered/admitted students from the Admission process are also interested. The Transportation Dept. is optimistic the number of registered riders will be approaching 430 by the end of May.
- 177 Scholarship Applications/Requests were received on behalf of 189 students (applications are per family). All Scholarship requests have gone through the Demonstrated Financial Need process, and the Offer Letters were emailed out in late June. All \$192,000 worth of Scholarships were offered. Final determinations on number of final recipients will be made after the final down-payment deadline and the Free & reduced Lunch Application deadline of 9/30/2020.
- The Special-Ed transportation program, Big Blue Bus Pali Express program and the Metro Mobile Customer Center (MCC) program have all also been on hold due to the Pandemic. These ready to be resurrected at PCHS once we are back to a Students-on-Campus mode. However, reduced scheduling and significantly lowered capacity for Social/Physical distancing is expected when utilization resumes. It is undetermined at this time how significant or extended the limitations/restrictions will be for PCHS Students.
- It should be noted that Special Ed Transportation Services are exceedingly difficult to re-engage in times of high-demand, which is expected to be the case when the Stay/Safer-at-Home Orders are lifted. The Transportation Dept. is in contact with our Special Ed transportation vendors, but they are making no guarantees of available vehicles/drivers when the Pandemic ends.



PALISADES

CHARTER HIGH SCHOOL

School Start Distribution Process (SSDP):

- The School Start Distribution Process (SSDP) was created to provide a Socially/Physical Distanced method for all students pick-up school materials - including but not limited to Textbooks, Student Devices (i.e. Chromebooks and equivalent), Art/Ceramics Supplies, etc. The program started on Mon 8/10 and runs through Fri 8/28.
- PCHS is still collecting Textbooks and Student Tech Devices from 2019-20. These items were expected to be returned during the Year-End Collection Process (YECF) in June, though many families did not return items due to being out of town or concerns of coming to PCHS.
- Thank you to all the PCHS Personnel that assisted with this critical but time-consuming process!

MGAC/Pool:

- MGAC/Pool remains closed until further notice due to the Pandemic. Operational oversight and maintenance happening daily.
- However, up for a vote by the PCHS Board of Trustees is the possibility of re-opening the MGAC/Pool under the following LAUSD stipulated conditions:
 - PCHS signs a Waiver of Liability and Indemnification of LAUSD – Submitted for Board review, along with a letter from LAUSD. The Waiver document has been review by our attorney at AALRR.
 - PCHS obtains written approval from LACDPH that it's acceptable to open/operate the pool – Obtained and submitted for Board review, along with the email from the LACDPH representative
 - PCHS agrees to follow the LACDPH Guidelines – PCHS's plan summary submitted for Board review
 - MGAC/Pool remains closed until further notice due to the Pandemic. Operational oversight and maintenance happening daily.
- MGAC/Pool Fiscal Status – Due to Pandemic closure there are no revenue to report
- Updated LA County Department of Public Health (LACDPH) Guidance for Public Pools recently released. MGAC's COVID-19 Reopening Safety Plan includes all LACDPH Protocols. PCHS Re-Opening Plan in place for when our facility is permitted to re-open
- Sourcing PPE and Signage for when our facility can re-open
- Building out back-end to membership system to support online reservation system – no contact check-in (lap swim only)



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool (Continued):

- Online ARC courses (Lifeguarding and FA/CPR) implemented-skill sessions will resume when pool re-opens
- Maintenance Repairs/Replacements Projects completed:
 - New Large Pool Heater installed
 - Replaced 3 underwater pool LED lights
 - Painted exterior buildings and gates
 - Starting blocks undergoing refurbishment
 - Underwater plaster repair
 - Mechanical Bldg Thresholds Replaced/Room Perimeters Epoxy Coated
 - Service of Surge Pit and Mechanical Relays
 - New Chlorine Tank replacement in process
 - Main Drain replacement in process
- PCHS should continue accruing/saving for major repairs in the 1-3 year timeframe as major pool components start to reach their useful life of 8-10 years.
 - 1. Re-Plaster Both Pools (~\$250k)
 - 2. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
 - 3. Small Pool Coping Repair and Concrete Deck Repair (~\$25k)
- Facility applying to LA County EMS to offer Public Safety First Aid Class (target date Jan 2021)
- MGAC Handbook Revised/Re-Drafted re Emergency Action Plan, Operational Standards, and SDS updates
- For MGAC News & Updates - Subscribe to pool newsletter on MGAC Website
- MGAC Policies - Please see MGAC Website for details at www.palihigh.org/palipool

Information Technology:

- Technology worked with the Librarian and Security Manager to execute the School Start Distribution Process (SSDP) while maintaining all City and State regulations in relation to Social Distancing, Mask Wearing.
- SSDP and start of school support has completely occupied the IT Teams time. The week of 8/21, the team took 734 calls for a total of 32.6 hours, all while also continuing to handing out devices via SSDP, intake of late returned 2019-20 devices, supporting faculty/staff needs returning to campus, reconnecting classroom technology disconnected during deep cleaning and waxing, rolling out new software suites and licensing, creating 3000+ student accounts in various systems, working with departments to setup for eLearning, attending multiple meetings, and fielding 200+ support tickets.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- In response to the Coronavirus outbreak and State/City regulations requiring a transition to Distance/Online eLearning, the Technology Team has been working tirelessly with all departments and multiple vendors to provide additional support and services to all Students/Families and PCHS Faculty/Staff. This work is ongoing and has continued through the summer and into the new 2020-21 year.
- IT is moving forward on budget-approved purchases/projects. Student & Staff Devices have been ordered, along with miscellaneous quality-of-life needs for faculty such as headsets, tripods, and webcams. While many things are on backorder due to COVID-19 created supply and demand dynamics, combined with Federal sanctions on chip supplying countries affecting importing of parts/devices, many things have come in that have been distributed.
- IT is also working hard regarding various budget-approved purchases/projects. In particular, multiple quotes have been requested/finalized for the Student & Staff Device purchases, working on back-end and infrastructure components, and upcoming (if approved) additional Staff device purchase as well. If approved by the Board of Trustees, additional centralized technology related purchases for supporting faculty home based teaching to be conducted.
- PCHS is having a number of issues with Schoology and problem resolution. Most of these issues are Schoology itself issues, not PCHS specific issues. PCHS has been working closely with Schoology on this and a few issues that were promised to be live with the 2019-20 school year but will still not be live until further into the 2020-21 school year.
 - The issue with Apple iOS devices continues. The last update of iOS causes a compatibility issue between the Schoology app and Respondus Lockdown Browser. The issue is a Schoology issue, and the Schoology iOS App needs to be updated by Schoology and then downloaded by students in order to resolve the issue. Schoology has not released a period for this update to occur.
 - Lack of promised feature support. The most critical feature promised allows printed assessment questions to be randomized across printed copies, allowing for a level of test security that is mandatory when students sit next to each other in class. The lack of this feature prevents teachers from printing assessments for students that do not have a device, classes that do not have access to devices, and students that have testing accommodation requirements. If a teacher wishes to print assessments, they must disable randomized question order, a standard and necessary security practice in the modern classroom. If a teacher were to elect not to disable the randomized question order, all printed assessments are scored incorrectly. Schoology has recently updated their product roadmap to mark this feature complete, with a note of **"Note: The randomize questions order setting is not supported when printing assessments."** We will need to immediately take this up with our account manager.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- The Category 2 eRate project is nearly complete. All targeted computer labs have been wired and dedicated fiber has been run to each one. The core switch and 1/5th of the total network hardware has been refreshed (additional network hardware infrastructure will need upgrades as soon as we can fund them). Form 471 part substitutions are now approved, allowing us to proceed with the final phase of UPS purchase and installation.
- eRate Project highlights are:
 - Replace some of our aged and failing core network infrastructure
 - Replace some of our aged and/or failing classroom lab networks
 - Supplement wireless access points in some classrooms with insufficient infrastructure
 - Grow physical network where insufficient, non-existent, or otherwise problematic areas
 - Provide for, repair, or replace the battery backup to each network IDF
 - Repair/Replace some of the fiber runs that have stopped working
 - Run some of the needed new fiber runs to new classroom labs and new IDF's
 - Add new Ethernet capacity where exhausted in lower A, B101, AA office, H, E, G, J, Mercer Hall, Cafeteria/Staff Cafeteria
- **From Don** – The Technology Team has continued to do a herculean and tremendous job throughout this entire COVID-19 Period. They have for sure spent more time physically on-campus, and more time assisting every department/group at PCHS than any other department at PCHS. They have also continued to have active Appointment based open office hours to Students/Families, Faculty/Staff, Administrators and PCHS Board and Committees.
 - A big THANK YOU from the Administration to the Technology Team during these very challenging times!

Permits & Setups:

- All PCHS Athletic Facilities remains closed until further notice due to the Pandemics as required by LAUSD. Operational oversight and maintenance happening regularly as needed.
- Unfortunately, any Sports & Recreational use of campus facilities, primary though not exclusively athletic facilities, are still prohibited by LAUSD. See letter submitted for Board review.
- However, LAUSD has provided permission for filming to occur on campus as long as we follow all LACDPH Guidelines, monitor/manage the crews for compliance, and disinfect any areas utilized per guidelines.



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups (Continued):

- In addition, up for a vote by the PCHS Board of Trustees is the possibility of re-opening the Stadium Parking Lot for Farmer's Market use under the following LAUSD stipulated conditions:
 - PCHS signs a Waiver of Liability and Indemnification of LAUSD – Submitted for Board review, along with a letter from LAUSD. The Waiver document has been review by our attorney at AALRR.
 - PCHS agrees to follow the LACDPH Guidelines
- Permit Revenue for July/August 2020 is ~\$11,500.00:
 - ~\$1,000.00 from Facility Rentals (parking for Bay City Trees on Top Tier of Main Campus Lot for the months of July and August (\$500.00/month))
 - ~\$1,500.00 from Banner Rentals (Matt O'Keefe, banner space for the year)
 - ~\$9,000.00 from Filming (Imposter Inc.) – Filming is permitted on campus as per LAUSD
- Overall revenue for Permits is of course a small fraction of its historical \$40-\$45k per month rate due to the Pandemic and LAUSD restrictions.
- Had our first production on site for filming August 16 & 17. Small crew, mostly a still photography shoot. Used multiple locations. All wore masks and practiced social distancing. Disinfecting of all areas used completed following the shoot (paid for by the film crew). Overall a very successful start.
- Potential filming coming up:
 - Saved by the Bell, aiming for Sept 1 and 2. Waiting to hear from location manager for final decision on shooting at PCHS.
 - Also have quite few other requests on deck from location managers of smaller productions about facilities being available for filming
 - PCHS has built in COVID safe rules and regulations that all production crews must follow.
- Two (and increasing by the day) requests from outside groups about renting facilities to hold events in September.
- Banner demand is increasing a bit, with multiple people (mostly realtors) reaching out signing up for multiple weeks/even the year.
- Jun thru Aug 2020 Set-Ups/Events:
 - YECF: Tue 5/26 thru Mon 6/15
 - Yearbook & Diploma Distribution:
 - SSDP: Mon 8/10 thru Fri 8/28
 - Grab-n-Go Free Meals for Qualifying Students: Every Fri 9:30am-12:30pm



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects:

- **LAUSD Historical Invoices for Maintenance & Operations work from 2014-2020:**
 - As discussed at the 8/13/2020 Board Meeting – LAUSD has invoiced PCHS for \$476,831.04 for services they have provided since the 2014-15 school year.
 - PCHS contends that ~\$168,200 of these charges really should be credited to PCHS as they're associated with the same root cause of aging underground infrastructure now being covered by a LAUSD Bond Funded Project and should be covered by the Underground Utilities Infrastructure Replacement Project.
 - PCHS requested the ~\$168,000 credit be applied to the ~\$476,000 of Invoices to yield a \$308,000 revised invoice, paying \$148,000 up-front, and requested a four-year \$40k/yr. payment plan for the balance.
 - LAUSD issued a 20-day notice to pay letter, which denied any willingness on LAUSD's part for any credits or payment plan. The letter has been submitted for Board review.
 - After several discussions among the Administration and PCHS Budget & Finance Committee, and with various LAUSD personnel, it is being recommended that the Board of Trustees vote to approve the in-full payment of \$476,831.04 to LAUSD within four business days of the 8/25/2020 Board Meeting.

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
 - **Custodial Staff** – Have completed the floor care, waxing of following Bldgs.: A, B, C, D, E, F, G, and Pali Academy. Due to limited staff, we are still working through all classrooms and currently working on U-Bungalows.
 - **Custodial Staff** – Continued daily disinfecting of high-touch areas in multi-person used locations for things such as door knobs/handles, light switches, desks, tables, chairs, keyboards/mouse, counters, benches, water fountains, elevator, etc. rails with Clorox bleach germicidal wipes in addition to general daily cleaning.
 - **Plexi-Glass walk-up counter shields** due to COVID-19. Purchased (18) 44" x 33" standing countertop barriers, horizontal stations for Offices such as but not limited to: Main; Attendance; Transportation; Counseling; Nurse; College Center Library; Psychologist; Pali Academy; J120, IEP Room, etc. to help protect PCHS workers and people to whom they are speaking.
 - **Plexi-Glass Floor/Standing Shields** due to COVID-19. Floor standing dividers to keep people side-to-side also protected are being assembled and deployed to offices to supplement the counter-top shields. This will help to minimize in-person exposure if multiple people are at a given Office counter simultaneously.
 - **Installed** multiple "Notice Upon Entering Guidelines" signs throughout campus re Face Covering, Social Distancing, Hand-Washing at Campus entry points, and A-Frames signs are various locations within campus.
 - **PPE Purchasing Continues for:** Nitrile gloves, face masks, hand sanitizer, gowns, face shields, Quat-Stat fast disinfecting chemical and Clorox wipes w/70% alcohol.



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CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Tech Office** – Two Dutch-Door style doors/shelves installed with top platform to help create a walk-up service counter.
- **Annual Summer Brush Clearance** - Completed.
- **Annual Bldg. HVACC Duct Cleaning** - Completed for these locations as part of the 5-Year rotational plan for Campus-Wide Duct Cleaning: H-Bldg.; U-Bungalows; Mercer Hall; Cafeteria; Teachers' lounge and Finance Office/Student Store
- **Annual A/C Preventative Maintenance (PM)** of All Units (primarily Trailers/bungalows) - Completed. Needed repairs and/or replacements identified and being worked on.
- **Annual Gutter/Drain PM:** Ceramics clay trap drainage; Art room sinks; male restroom urinals, VAPA Mercer Hall Utility paint sink, Pool restroom floor drains and various campus drains.
- Continue work and completion of **Teacher Summer Survey Responses/Requests**
- **Teachers' Lounge** – Refurbished and repairs aspects of wood fencing around Teacher's Lounge Patio.
- **Painting of Various Classrooms** - Completed
- **Power Washing** of Concrete & Brick Walkways between Bldgs. to rid of built-up grime.
- **PE Tunnel** - Leak near shut off valve to GG3 located @ M-Bldg. service road.
- **Safety:** Trip Hazard Remediation - Fix Additional Flat Concrete Problems & Grind Trip Hazards
- **Roofing patching repairs** made to U105 – U108 roofing and U113 – U116
- **Band shed doors @ Lower Blacktop** - Replaced damaged doors.
- **J108** - floor tile replacement
- **Installed (Vape Sensors)** in Students Restrooms
- **Installed** new room/office occupancy light sensors in: D. Moo Office; AA office including AA restroom and Copy Room.
- **Tennis Hitting Wall** Re-Painting - Completed
- **MGAC** – Assisting MGAC Director Brooke King with MGAC Maintenance in place of lifeguards.
- **Gym Bleachers** – Annual Inspection repairs addressed/completed. New seats were installed and the salvageable older seats were used to replace all the old broken seats, about 10-15 in total.
- **School Starting Distribution Process (SSDP)** – Supporting daily with Setup & Breakdown of Stations
- **Still Occurring as needed, although at a slower rate than when everyone is on campus:**
 - Ongoing Door/Lock maintenance, repairs and adjustments
 - Ongoing Athletic Facilities Maintenance – Stadium/Baseball Fields, Tennis courts, etc.
 - Hallway & PE Locker fixes and adjustments as needed
 - Restroom faucet, sink, toilet/urinal repairs as needed



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

Items in-progress and expected future completion include:

- **E-MIST EM360 System** – Electrostatic sprayer for large scale disinfecting being deployed as needed, and ready for regular school-wide disinfecting once students are back on campus
- **Stadium Bleachers** – Annual Inspection completed. Few repairs called out. Waiting for parts to complete.
- **Floor Standing Interaction Guards** - Purchasing/Constructing more, as well as floor standing dividers to keep people side-to-side also protected
- **Ordered** additional COVID19 related signage for campus
- **Address A/C PM identified Repairs** identified during Annual A/C PM
- **Additional Hand-Sanitizer Dispensers** - Awaiting order of additional common campus area Hand Sanitizer Dispensers. Currently backordered w/o a specific timeframe for delivery.
- **Awaiting** special dual occupancy sensors to replace in Study Center; D200 and W121
- **Donor Brick Program** – New bricks/tiles just arrived and will be scheduled for installation as soon as the tile contractor is available.
- **Mercer Hall:** Fix Pocket Doors and general cleanup/organization
- **Safety:** Refresh painting/taping required clearances around Plant Equipment around campus
- **Complete Teacher Summer Survey Responses/Requests**
- **Baseball Scoreboard Poles & Timer** - Replacement and Support Poles Reinforced
- **Pests:** Continue looking for any rodent accessible opening to seal-up as Pest Access Points in the Gym & Mercer/Cafeteria Complexes
- **PA Speakers** - Addressing PA Speaker issues reported in several classrooms
- **Faculty Parking Lot Solar fixtures** - Getting All to operate consistently (they're very temperamental)

Facilities/Projects (Continued):

Facilities Larger Scale Projects:

- **Long-Term Underground Utilities Infrastructure Replacement Project (LAUSD Bond Funded).**
Other than a few month delay in starting, and assuming the COVID-19 Events do not continue with significant impacts much past October 2020, this project is slated to start somewhere in the Late Sep to Early Nov 2020 timeframe (previously projected to start June 2020), and has been revised to now be a 14-18 month project. Based on the length of the project, it was going to exist during both 2020-21 and 2021-22 school years anyway, so this delay does not really change much.

Meetings to discuss project logistics and impact to the campus and school activities, assuming students are on campus at some point in fall 2020 semester, are ongoing. More details to come, but Faculty/Staff & Students should expect inconveniences in appearances and walking pathways throughout the project.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

Facilities Larger Scale Projects (Continued):

- **Gym A/C Project (LAUSD Bond Funded)** – Project still planned by LAUSD, but now scheduled to start Nov 2020, and still last 14-16 months. Project will overlap significantly with the Long-Term Underground Utilities Infrastructure Replacement project. However, there is still some LAUSD concerns over COVID-19 impacts, and multiple-projects overlapping, which may further delay this project start.

Meetings to discuss project impact to the campus and school activities are ongoing. More details to come, but Faculty/Staff & Students should expect inconveniences is appearances, walking pathways and *potentially some facility-use throughout the project.*

- **Security Fencing (Unfunded)** – LAUSD mandated Architectural & Structural Engineering plans created by Breen Engineering Inc. - Funding needed to complete fence purchase/installation, which would include a much needed emergency exit gate at the front of the school. Additional funding needed for longer-term permanent fencing in front of the Flagpole Area.
- **Donor Brick Wall (Donor Funded)** – Completed installation of Donor Bricks from a campaign to raise funds. Wall installed on the home side walkway on the school-side of the Press Box. Additional bricks have already been commissioned. Second order or bricks have now been received and expected to be installed in Sep 2020. Additional bricks may be purchased if desired – Please contact Mike Rawson at mrawson@palihigh.org.

Don Parcell

Subject: Public Pool Re-opening Allowed
Attachments: Reopening_PublicSwimmingPools.pdf

From: Nick Brakband <nbrakband@ph.lacounty.gov>

Date: August 20, 2020 at 2:13:06 PM PDT

To: Brooke King <bking@palihigh.org>

Subject: RE: Public Pool Re-opening Allowed

Hello Brooke,

If Palisades Charter High School Swimming Pool operator's comply with the Health Officer Order Protocols, it is a public pool that can operate. Competitions and spectators would not be allowed. See attached protocols.

Nick Brakband, REHS
Chief Environmental Health Specialist
Los Angeles County Department of Public Health
Recreational Waters Program, Environmental Health
5050 Commerce Dr.
Baldwin Park, CA 91706
(626) 430-5360



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

August 20, 2020

Via Electronic Mail

Mr. Don Parcell
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Re: Resuming the Community Use of School Facilities

Dear Don,

Thanks for your questions about what LAUSD is doing regarding the resumption of community use of LAUSD school facilities as well as CIF sports teams. With few exceptions (swap meet at Fairfax HS and film permits, for instance) LAUSD has not been issuing permits or licenses for third party use of school facilities and no permits for recreational purposes, since March 2020. In fact, those licenses and permits that had been prepaid and issued before March 2020 were refunded. As with all California schools, fall sports programs will move to the beginning of the next school semester, beginning in January 2021.

The health and well-being of our community, students, parents, volunteers and friends during the COVID-19 outbreak remains our top priority. With the rest of the nation and the world, we have been reeling with the fast-paced turn of events as we all manage the national health pandemic created by the exponential spread of COVID-19. Out of an abundance of caution, and in accordance with guidance from the Centers for Disease Control (CDC), the California Department of Public Health, and the Los Angeles County Public Health Department and to protect public health and fight the spread of COVID-19 in our community, in-person access to Civic Center facilities and services have been suspended until further notice. We know postponing activities on school sites may be frustrating our students, families, friends and stakeholders and we thank them for their patience and understanding during this tumultuous time. We are all doing the best we can to adapt to the changes fueled by the pandemic.

Please feel free to give me a call on my cell (626) 688-7718 if you have any questions.

Regards,

Al Grazioli

Cc: Mark Hovatter
Robert Laughton
Jose Cole-Gutierrez
Maria Thorpe

Don Parcell

Subject: FW: Farmers Market and Pool Use



Don Parcell
Director of Operations
Palisades Charter High School
15777 Bowdoin St. | Pacific Palisades, CA 90272
Office: 310.230.6625 | dparcell@palihigh.org

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: Grazioli, Albert <albert.grazioli@lausd.net>

Sent: Tuesday, August 18, 2020 8:53 AM

To: Don Parcell <dparcell@palihigh.org>

Subject: Re: Farmers Market and Pool Use

We are not doing any licenses or permits for recreational leagues, teams and no school team or varsity sports.

Al Grazioli

Director, Facilities Real Estate & Asset Development

P (213) 241-6547 • M (626) 688-7718 • E albert.grazioli@lausd.net



**LOS ANGELES
UNIFIED SCHOOL DISTRICT**
FACILITIES SERVICES DIVISION
REAL ESTATE & ASSET MANAGEMENT
333 S. Beaudry Avenue 23rd Floor | Los Angeles CA 90017

From: Don Parcell <dparcell@palihigh.org>

Date: Monday, August 17, 2020 at 2:42 PM

To: Albert Grazioli <albert.grazioli@lausd.net>

Subject: RE: Farmers Market and Pool Use

CAUTION: EXTERNAL EMAIL

Hi Al – Following up re the Sports/Athletics aspect of this. LMK. Thanks.

COVID-19 ~~License Agreement for Use of Los Angeles Unified School District Property~~

Commented [DP1]: Added in by PCHS attorney and mutually agreed on.

PALISADES CHARTER HIGH SCHOOL ("User")

Person to Contact: _____
Cell Phone No: _____ E-Mail: _____

Dates of Use: _____
Area of Use: _____
Use: Farmers Market

This instrument is made a part of and incorporated into that certain Sole Occupant Agreement, as may be amended, executed by User ~~in on _____, October 2019~~ 2020.

Commented [DP2]: Modified by PCHS attorney and mutually agreed on.

User and Los Angeles Unified School District (LAUSD) agree as follows:

CV1. There is a risk of transmission of COVID-19 in crowded places or people in close proximity to one another and User acknowledges its use will cause people to gather. **User assumes all risks**, known and unknown, arising from its use of the School and COVID-19 and agrees such assumption shall be broadly interpreted in favor of LAUSD. **User shall be responsible and liable for any costs, claims, lawsuits and damages arising directly or indirectly from the use, the invitees and COVID-19 and shall indemnify LAUSD** ~~unless any claim is solely caused by the gross negligence or willful misconduct of LAUSD, its officers, employees, or agents.~~

Commented [DP3]: Blue text added by PCHS attorney. LAUSD crossed out saying they will not agree to that.

Notwithstanding any provision, LAUSD, in its sole and absolute discretion, may terminate User's use upon delivery of notice and no refunds (if applicable) shall be provided and LAUSD shall not be liable for any costs or liabilities incurred by User.

LAUSD does not represent or warrant its properties are safe to use while COVID-19 has not been eradicated or controlled by a vaccine.

CV2. Federal, State, County, and City Safety Precautions. User, at its sole expense, shall observe and comply with ALL applicable requirements and guidelines for COVID-19, regardless of whether or not these safety precautions may be updated from time to time by various agencies and which may be available on agency websites on Los Angeles County's public health COVID-19 website, for its use and shall cause any invitee to comply with such requirements and guidelines.

Commented [DP4]: This blue text added in by LAUSD after PCHS Attorney added in the crossed out last phrase, then PCHS attorney added in word "updated"

Commented [DP5]: Blue text added by PCHS attorney. LAUSD crossed out saying they will not agree to that.

The term "invitee" shall mean any participant, spectator, member, employee, volunteer, or any person in the use area due to User's use (such as, but not limited to, umpire or referee).

CV3. LAUSD Safety Precautions. User shall require each invitee to comply with:

(i) social distancing of a minimum of 6-feet between invitees who it is known do not reside in the same household;

Commented [DP6]: Blue text added by PCHS attorney. LAUSD crossed out saying they will not agree to that.

(ii) the use of a cloth face mask or other face covering for non-exempt adults and children who are two years of age and older;

Commented [DP7]: Blue text added by PCHS attorney. LAUSD crossed out saying they will not agree to that.

(iii) a temperature scan prior to entering the area of use, and any invitee with a temperature in excess of 98.6-degrees shall be denied entrance; and

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(iv) the LAUSD waiver and release executed by each invitee (18 years and older) and executed by a parent or legal guardian for each minor child. For large scale activities, (such as, but not limited to, swap meets and farmers market) that are not conducive to obtaining an executed waiver and release from each person, User shall post signage which shall disclose at a minimum COVID-19, the assumption of risk, and a waiver and release in favor of User and LAUSD.

LAUSD may adjust or impose new safety precautions upon notice to User ~~and confirmation of User's receipt.~~

Commented [DP8]: Blue text added by PCHS attorney. LAUSD crossed out saying they will not agree to that.

The applicable requirements and guidelines for COVID-19 above shall be collectively referred to as "COVID Requirements."

CV4. Compliance.

(i) If User cannot comply with COVID Requirements before, during and after the use, User shall cancel the use.

(ii) During its use if User notices non-compliance with COVID Requirements, User shall stop its use immediately and cause the non-complying invitee(s) to vacate the School immediately; provided, that if User believes it cannot comply with COVID Requirements, User shall stop its use immediately and cause all invitees to vacate the School. User shall notify Los Angeles School Police and/or local law enforcement if any invitee refuses to vacate; and

(iii) Notwithstanding any provision, LAUSD, in its sole and absolute discretion, may decline to allow User any future use of LAUSD properties based on User's past conduct and/or compliance with COVID Requirements.

IN WITNESS WHEREOF, User and LAUSD have executed this instrument on the date set forth below.

User: By: _____ Name: _____ Its: _____ Date: _____, 2020 By: _____ Name: _____ Its: _____ Date: _____, 2020	LAUSD: By: _____ Name: Albert J. Grazioli, Jr. Its: Facilities Real Estate and Asset Development Director Date: _____, 2020
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Protocols for Reopening of Public Swimming Pools

Recent Updates:

6/29/20: Additional details provided regarding reporting a cluster of cases to Public Health

7/2/20: Water slides, rides or other water attractions at the pool should be kept closed

7/8/20: Additional information provided regarding employee leave benefits and air and ventilation system improvements

7/11/20: Swimmers that are swimming laps must maintain a six-foot distance from other lap swimmers, which may necessitate limitations on the number of swimmers that use a lane at one time.

7/18/20: Additional information provided regarding employee and visitor face coverings and symptom checks (changes highlighted in yellow)

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise that is aligned with California's roadmap to allow the safe reopening of public swimming pools. Public swimming pools include campground pools, club pools, commercial pools, health or fitness clubs, hotel pools, licensed day care facility pools, medical facility pools, mineral spring pools, motel pools, municipal pools, public or private school pools; recreational or mobile home park pools, resort pools, special purpose pools, and swim school pools.

Hot tubs/jacuzzi/spa pools, water parks and splash pads located within amusement parks are to remain closed until allowed to resume modified or full operation.

Water slides, rides or other water attractions at the pool should be kept closed

Residential Swimming Pools (i.e. apartment house pools, bed and breakfast inn pools, condominium pools, homeowner association pools) are required to follow the protocols for Reopening Swimming Pools in Shared Residential Facilities.

All public pool operators covered by this protocol must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable.

Please note: This document may be updated as additional information and resources become available so be sure to check the LA County website <http://www.ph.lacounty.gov/media/Coronavirus/> regularly for any updates to this document.

This checklist covers:

- (1) Workplace policies and practices to protect employee health
- (2) Measures to ensure physical distancing
- (3) Measures to ensure infection control
- (4) Communication with employees and the public
- (5) Measures that ensure equitable access to critical services

These five key areas must be addressed as your facility develops any reopening protocols.

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH
ORDER OF THE HEALTH OFFICER



All businesses covered by this protocol must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable to the business.

Business name: _____

Facility Address: _____

Date Posted: _____

A. WORKPLACE POLICIES AND PRACTICES TO PROTECT EMPLOYEE HEALTH (CHECK ALL THAT APPLY TO THE FACILITY)

- Everyone who can carry out their work duties from home has been directed to do so.
- Vulnerable staff (those above age 65, those with chronic health conditions) are assigned work that can be done from home whenever possible.
- All employees have been told not to come to work if sick and to follow DPH guidance for self-isolation if applicable.
 - Create a roster of trained back-up employees.
 - Information on employer or government-sponsored leave benefits the employee may be entitled to receive that would make it financially easier to stay at home has been provided to employees. See additional information on government [programs](#) supporting sick leave and worker's compensation for COVID19, including employee's sick leave rights under the [Families First Coronavirus Response Act](#) and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's [Executive Order N-62-20](#).
- Upon being informed that one or more employees test positive for, or has symptoms consistent with COVID-19 (case), the employer has a plan or protocol in place to have the case(s) isolate themselves at home and require the immediate self-quarantine of all employees that had a workplace exposure to the case(s). The employer's plan should consider a protocol for all quarantined employees to have access to or be tested for COVID-19 in order to determine whether there have been additional workplace exposures, which may require additional COVID-19 control measures.
- In the event that the owner, manager, or operator knows of three (3) or more cases of COVID-19 within the workplace within a span of 14 days the employer must report this cluster to the Department of Public Health at (888) 397-3993 or (213) 240-7821. If a cluster is identified at a worksite, the Department of Public Health will initiate a cluster response which includes providing infection control guidance and recommendations, technical support and site-specific control measures. A public health case manager will be assigned to the cluster investigation to help guide the facility response.
- [Employee screenings](#) are conducted before employees may enter the workspace. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee has had contact with a person known to be infected COVID-19 in the last 14 days. These checks can be done remotely or in person upon the employees' arrival. A temperature check should also be done at the worksite if feasible.

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH
ORDER OF THE HEALTH OFFICER



- Employees who have contact with others are offered, at no cost, an appropriate face covering that covers the nose and mouth. The covering is to be worn by the employee at all times during the workday when in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face covering should wear a face shield with a drape on the bottom edge, to be in compliance with State directives, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves should not be used. Employees need not wear a face covering when the employee is alone in a private office or a cubicle with a solid partition that exceeds the height of the employee when standing.
- Employees are instructed to wash or replace their face coverings daily.
 - Employees need not wear a cloth face covering when entering the water.
 - Lifeguards who are actively lifeguarding are not also expected to monitor handwashing, use of cloth face coverings, or social distancing of others
 - Designate another employee to monitor implementation of social distancing protocols. All employees should know who this person is and how to contact that person.
 - Breaks are staggered to ensure that six (6) feet between employees can be maintained in break rooms at all times.
 - Employees are prohibited from eating or drinking anywhere other than designated areas to assure that masks are worn consistently and correctly.
 - Disinfectant and related supplies are available to employees at the following location(s):

 - Hand sanitizer effective against COVID-19 is available to all employees at the following location(s):

 - Employees are allowed frequent breaks to wash their hands.
 - A copy of this protocol has been distributed to each employee.
 - Optional – Describe other measures:

B. MEASURES TO ENSURE SOCIAL DISTANCING

- Limited use of pool facility to ensure that pool users can maintain 6 feet physical distance from those they do not live with, or a maximum of 50% of pool user capacity.
 - Indicate current pool user capacity: _____ Indicate 50% user capacity: _____
 - Consider implementing reservations for pool use. This could include reserving full lanes for individual lap swimming and half-lanes for individual household use.
 - Lap swimmers should be reminded to maintain 6 feet physical distance from those they do not live with. It may be necessary to limit the number of swimmers that may use a lane for lap swimming at any given time so that swimmers can maintain a safe distance.
- Designate a person(s) that is responsible for monitoring and ensuring that the maximum number of pool users as set forth above is not exceeded. The designated person is also responsible for ensuring that these protocols are adhered to on a daily basis.

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH

ORDER OF THE HEALTH OFFICER



- Measures to ensure social distancing (individuals remain at least 6 feet apart from those they do not live with) have been implemented.
 - Change deck layouts and other areas surrounding the pool to ensure that the standing and seating areas can support physical distancing requirements, while maintaining a clear deck space of 4 feet around the pool, as required by State law. This can include removing chairs or taping off areas to discourage use.
 - Providing physical cues or guides (for example, lane lines in the water or chairs and tables on the deck) and visual cues (for example, tape on the decks, floors, or sidewalks) and signs to ensure that guests and swimmers stay at least 6 feet apart, both in and out of the water.
 - Stagger available lockers in locker rooms to maintain physical distancing.
- Changing rooms and restrooms are monitored to ensure that the number of people inside at one time allows for proper physical distancing.
- Prohibit parties or gatherings in all common areas including the pool.
- When feasible, swim instructors should teach from the pool deck. For those classes that require face-to-face or close contact, recommend having a parent or member of the same household be in the water with the child. Participants of group swimming lessons and spectators on the pool deck are to maintain physical distancing of six feet.

C. MEASURES FOR INFECTION CONTROL

- Visitors arriving at the pool are reminded to wear a face covering at all times (except while eating or drinking, if applicable) while at the pool or on the grounds of the facility. This applies to all adults and to children 2 years of age and older. Only individuals who have been instructed not to wear a face covering by their medical provider are exempt from wearing one. To support the safety of your employees and other visitors, a face covering should be made available to visitors who arrive without them.
- Symptom checks are conducted before visitors may enter the facility. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills. These checks can be done in person or through alternative methods such as on-line check in systems or through [signage](#) posted at the entrance to the facility stating that visitors with these symptoms should not enter the premises.
- Conduct a pool safety check to ensure pool chemistry is adequate for disinfection and that the pool has been evaluated for safety equipment.
 - Proper operation and maintenance should inactivate virus in the water.
 - Consult with the company or engineer that designed the aquatic venue to decide which [List N disinfectants approved by the EPA](#) are best for the aquatic venue.
- For facilities that have not been operating, flush each of the hot and cold water fixtures for five minutes prior to reopening to replace stale water in the facility's plumbing with a fresh and safe water supply.
- Implement a cleaning and disinfection plan for frequently touched surfaces and for shared objects each time they are used. Use EPA approved disinfectant. The following will be cleaned and disinfected frequently, on the following schedule:
 - Handrails and slides _____
 - Lounge chairs, tabletops _____
 - Door handles and surfaces of restrooms, handwashing stations, diaper changing stations and showers _____

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH

ORDER OF THE HEALTH OFFICER



- Kick boards and pool noodles _____
- Common-use facilities (i.e. lockers) _____
- Restrooms and showers _____
- Other _____
- Ensure adequate supplies to support healthy hygiene are provided at all times. Supplies include soap, hand sanitizer with at least 60% alcohol, paper towels, tissues and trash cans
- Set up a system so that furniture (e.g. lounge chairs) or other common-use items that need to be cleaned and disinfected are kept separate from already cleaned and disinfected furniture or other shared common-use items.
 - Ensure shared furniture, equipment, towels are protected from being contaminated before use.
- Drinking fountains are covered to prevent usage.
- Discourage pool users from sharing items, particularly those that are difficult to clean and disinfect or those that are meant to come in contact with the face (e.g. goggles, nose clips, and snorkels).
- Ensure that the facility has adequate equipment for pool users, such as kick boards, pool noodles, and other flotation devices, to minimize sharing wherever possible. Limit the use to one user at a time and clean and disinfect the items after each use.
- Individuals are encouraged to bring their own towels to the pool and should not share towels with those outside of their household.
- Launder towels according to the manufacturer's instructions. Use the warmest appropriate water temperature and dry items completely.
- Ensure ventilation systems of indoor spaces operate properly. To the maximum extent possible, ensure that ventilation has been increased.
 - Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in all working areas.
- For indoor pool facilities, increase introduction and circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. **However, do not open windows and doors if doing so poses a safety risk to staff, guests, or swimmers.**

D. MEASURES THAT COMMUNICATE TO THE PUBLIC

- A copy of this protocol is posted at all public entrances to the pool facility.
- Signage is posted at each public entrance of the pool facility to inform pool users to:
 - Stay home if they are ill or have symptoms consistent with COVID-19.
 - Maintain social distancing of six feet from non-household members to the extent possible and not to engage in any unnecessary physical contact in the pool.
 - Wash hands often or use sanitizer upon entry into the pool facility
 - Wear a face covering when traveling through common areas of the facility, including to and from the pool and in shared restrooms. Remind swimmers to remove cloth face covering when entering water.

COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH
ORDER OF THE HEALTH OFFICER



E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES

- Services that are critical to the patrons/residents have been prioritized.

 - Measures are instituted to assure access to goods and services for those who have mobility limitations and/or are at high risk in public spaces.
-

You can also find guidance from the Centers for Disease Control & Prevention for social distancing and facility/surface disinfection procedures at <https://www.cdc.gov/coronavirus/2019-ncov/php/water.html>.

COVID-19 – License Agreement for Use of Los Angeles Unified School District Property

PALISADES CHARTER HIGH SCHOOL (“User”)

Person to Contact: _____
Cell Phone No: _____ E-Mail: _____

Dates of Use: _____
Area of Use: _____
Use: Farmers Market

This instrument is made a part of and incorporated into that certain Sole Occupant Agreement, as may be amended, executed by User in October 2019.

User and Los Angeles Unified School District (LAUSD) agree as follows:

CV1. There is a risk of transmission of COVID-19 in crowded places or people in close proximity to one another and User acknowledges its use will cause people to gather. **User assumes all risks**, known and unknown, arising from its use of the School and COVID-19 and agrees such assumption shall be broadly interpreted in favor of LAUSD. **User shall be responsible and liable for any costs, claims, lawsuits and damages arising directly or indirectly from the use, the invitees and COVID-19 and shall indemnify LAUSD.**

Notwithstanding any provision, LAUSD, in its sole and absolute discretion, may terminate User’s use upon delivery of notice and no refunds (if applicable) shall be provided and LAUSD shall not be liable for any costs or liabilities incurred by User.

LAUSD does not represent or warrant its properties are safe to use while COVID-19 has not been eradicated or controlled by a vaccine.

CV2. Federal, State, County, and City Safety Precautions. User, at its sole expense, shall observe and comply with ALL applicable requirements and guidelines for COVID-19, regardless of whether or not these safety precautions may be updated from time to time by various agencies and which may be available on agency websites, for its use and shall cause any invitee to comply with such requirements and guidelines.

The term “invitee” shall mean any participant, spectator, member, employee, volunteer, or any person in the use area due to User’s use (such as, but not limited to, umpire or referee).

CV3. LAUSD Safety Precautions. User shall require each invitee to comply with:

- (i) social distancing of a minimum of 6-feet between invitees who do not reside in the same household;
- (ii) the use of a cloth face mask or other face covering;
- (iii) a temperature scan prior to entering the area of use, and any invitee with a temperature in excess of 98.6-degrees shall be denied entrance; and

(iv) the LAUSD waiver and release executed by each invitee (18 years and older) and executed by a parent or legal guardian for each minor child. For large scale activities, (such as, but not limited to, swap meets and farmers market) that are not conducive to obtaining an executed waiver and release from each person, User shall post signage which shall disclose at a minimum COVID-19, the assumption of risk, and a waiver and release in favor of User and LAUSD.

LAUSD may adjust or impose new safety precautions upon notice to User.

The applicable requirements and guidelines for COVID-19 above shall be collectively referred to as "COVID Requirements."

CV4. Compliance.

(i) If User cannot comply with COVID Requirements before, during and after the use, User shall cancel the use.

(ii) During its use if User notices non-compliance with COVID Requirements, User shall stop its use immediately and cause the non-complying invitee(s) to vacate the School immediately; provided, that if User believes it cannot comply with COVID Requirements, User shall stop its use immediately and cause all invitees to vacate the School. User shall notify Los Angeles School Police and/or local law enforcement if any invitee refuses to vacate; and

(iii) Notwithstanding any provision, LAUSD, in its sole and absolute discretion, may decline to allow User any future use of LAUSD properties based on User's past conduct and/or compliance with COVID Requirements.

IN WITNESS WHEREOF, User and LAUSD have executed this instrument on the date set forth below.

User: By: _____ Name: _____ Its: _____ Date: _____, 2020 By: _____ Name: _____ Its: _____ Date: _____, 2020	LAUSD: By: _____ Name: Albert J. Grazioli, Jr. Its: Facilities Real Estate and Asset Development Director Date: _____, 2020
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PCHS POOL RE-OPENING PLAN

SAFE RE-OPENING GUIDELINES

Summary for LAUSD and PCHS Administration
Prepared by PCHS Aquatic Director: Brooke King, bking@palihigh.org



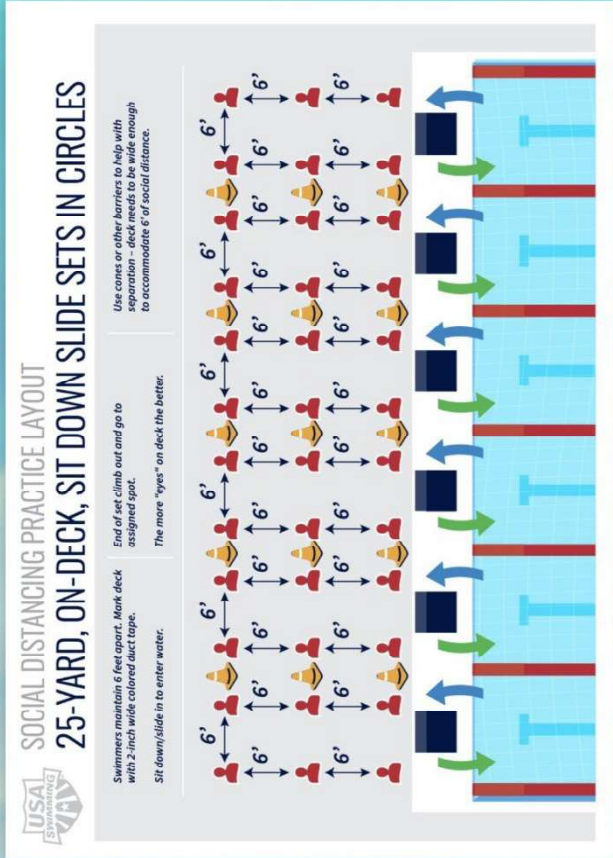
SUMMARY

- LA County Department of Public Health Department has cleared opening of public pools
- Anticipated local pool re-openings (at limited capacity): Collins-Katz YMCA (Uni High) 6/22, SMC targeted week of 7/6, Culver City 7/6, Malibu 7/11
- LA City Pool Operations Plan submitted to City Council and LAUSD reps for possible opening of 17 year-round facilities and 5 B.O.E sites (copy of plan reviewed by PCHS)
- Our robust re-opening plan complies with CDC, LA County Department of Public Health regulations, as well as ARC, NRPA, and USA Swimming Guidelines
- PCHS's pool was designed for community use with an entrance/exit facing Temescal Canyon Rd
- Our relationships with YMCA and local community groups are very positive
- We require permit groups to provide certificates of liability insurance and will require public to sign a waiver of liability form
- Reporting procedures to appropriate health authorities and corresponding contact tracing notifications in place

PCHS/PE Use

If students return to campus for the 2020-21 school year

- Groups are staggered
- Extra time allowed for entrance and exit prior to next group arriving to limit interaction
- 6 ft social distancing required at all times
- Masks required at all times in the facility (lifeguards, coaches, and swimmers as they enter)
- Employees and students asked daily if they are exhibiting COVID symptoms (per current CDC Symptoms of Coronavirus) or if they have been exposed to anyone who has been diagnosed with COVID
- Teachers/Coaches are instrumental in enforcing all rules and regulations
- Sharing of pool equipment prohibited, pool furniture not provided
- PCHS Custodial Staff and Pool Staff sanitizing hand rails, high touch point areas, and bathroom using EPA/LAUSD approved sanitizers and disinfectants on a frequently scheduled basis
- Delineators and traffic flow markings for distancing (one entry/one exit campus side doors)
- No showers, only bathroom use: 2 people at a time occupancy limit
- Plan for immediate closure if protocols not being consistently followed or if confirmed COVID exposure at facility (employee or student)



Community Use

Modified Reservation and Check-In System

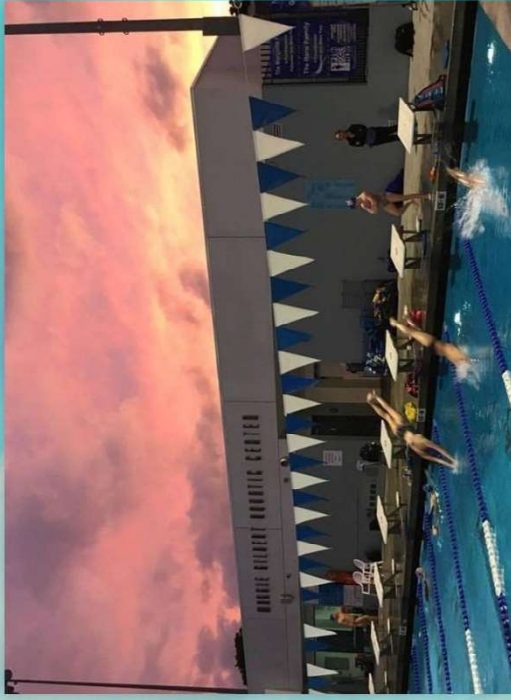
- Pool lap swim reservation and payment will be made online prior to arrival (no recreational swim)
- One person per lane per time slot (15 users max per slot)
- No contact check-in: information on all patrons recorded for contact tracing purposes
- Masks required at all times in the facility (lifeguards/swimmers as they enter)
- Lifeguards do not regulate mask compliance
- Aquatic Director's role encompasses designated COVID POC
- PCHS Custodial Staff and Pool Staff sanitize hand rails, high touch point areas, and bathroom using EPA/LAUSD approved sanitizers and disinfectants on a frequently scheduled basis
- Signage placed throughout facility requiring masks, social distancing and stating no entry if signs of illness
- EPA/LAUSD approved hand sanitizer at entrance/exit
- Delineators and traffic flow markings on deck (via separate Temescal entrance and exit)
- No showers, only bathroom use: 2 people at a time occupancy limit
- Sharing of pool equipment prohibited, pool furniture not provided
- Plan for immediate closure if protocols not being consistently followed, or if confirmed COVID exposure at facility



Permit Use

Groups submit safety plan following USA Swimming Guidelines

- Groups are staggered
- Extra time allowed for entrance and exit prior to next group arriving to limit interaction
- Coaches are instrumental in enforcing all rules and regulations with their members
- Attendance routinely taken for contact tracing purposes
- EPA/LAUSD approved hand sanitizer at entrance/exit
- Masks required at all times in the facility (lifeguards, coaches and swimmers as they enter)
- Sharing of pool equipment prohibited, pool furniture not provided
- Limit 2 swimmers per lane, swimmer bags stored end of each lane (30 ppl max per session)
- PCHS Custodial Staff and Pool Staff sanitize hand rails, high touch point areas, and bathroom using EPA/LAUSD approved sanitizers and disinfectants on a frequently scheduled basis
- Signage placed throughout facility requiring masks, social distancing and stating no entry if signs of illness
- Delineators and traffic flow markings on deck (via separate Temescal entrance and exit)
- No showers, only bathroom use: 2 people at a time occupancy limit
- Plan for immediate closure if protocols not being consistently followed, or if confirmed COVID exposure at facility

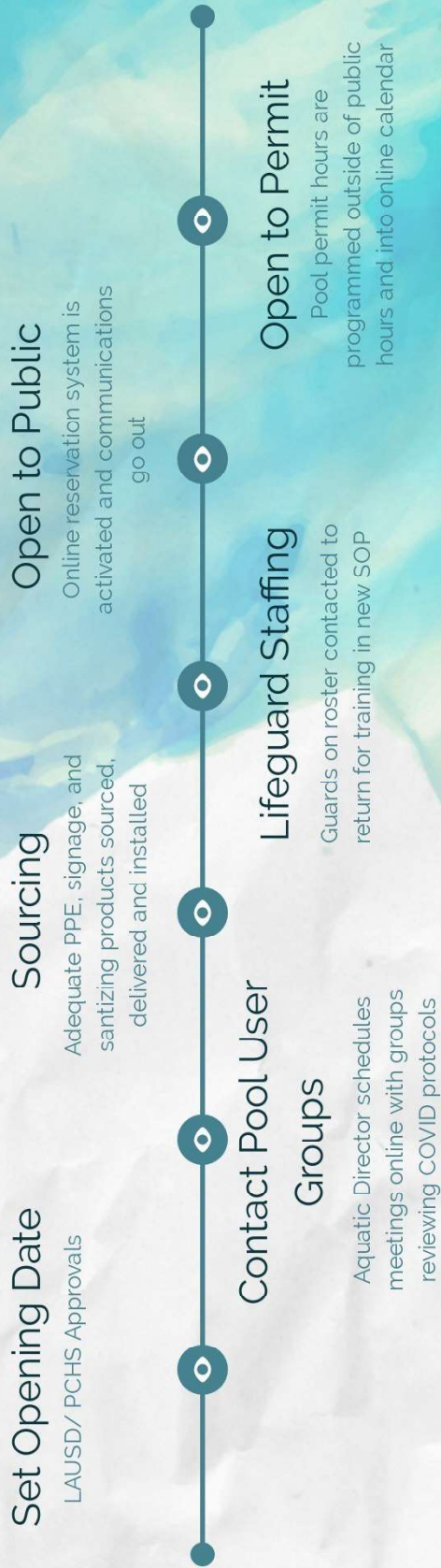


Pool Employee Requirements

- Guards have individually assigned PPE, whistles, buoys
- N95/surgical masks, nitrile gloves, face shields and coverall provided for emergency response
- Safety protocols reviewed at the start of each shift - continuous training provided
- Guards are scheduled to work in assigned pairs to minimize contact with other co-workers (2 shifts a day-alternating pairs)
- Re-training in new COVID safety protocols (EAP and SOP)
- SDS manuals up to date and reviewed with staff
- Review of updated SDS information and protocols
- Increased frequency of water chemistry testing
- First Aid protocols updated utilizing Universal Precautions and emphasis on prompt and proper disposal of PPE
- Breathing resuscitation requires BVM w/HEPA filter
- Rear in-water rescues when possible
- Hands-only CPR standard emphasized
- Sick time encouraged and accommodated
- Breaks arranged in separate rooms so one person at a time
- Employee or patron testing positive will require area to be closed for required cleaning and disinfection



TIMELINE





LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

August 14, 2020

Via Electronic Mail

Mr. Don Parcell
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Re: Resuming the Farmers Market and Use of the Swimming Pool

Dear Don,

It was a pleasure to speak to you on Monday, August 10, 2020, regarding your interest in resuming use of the farmer's market and swimming pool and at Palisades Charter High School (PCHS).

Although not a farmers market, LAUSD recently allowed a similar use, a swap meet, to reopen on District property. Swap meets are an allowable outdoor use that can be conducted locally, albeit under strict guidelines and protocols established by various governmental agencies, the CDC and LAUSD. As long as PCHS is able to establish that a farmers market is currently an allowable outdoor use by all applicable governmental agencies, PCHS may resume the outdoor farmers market on the school site. Of course, as we did with the operator of the swap meet, you are responsible to, among other things, secure the appropriate licenses, permits and follow the guidelines and protocols established by various governmental agencies and the CDC for said use. Also, as the allowable uses seem to be subject to change on short notice, you are responsible to continue to monitor the various governmental and CDC websites to make sure a farmers market remains an allowable use. PCHS will be required to execute the attached COVID-19 waiver in favor of the District and return it to me before the farmers market begins.

As to the use of the swimming pool, the District made the decision not to reopen our pools despite that it may be allowed, in some limited capacity, by governmental agencies and the CDC. In a recent call with the County Health Department, the County recommended that swimming pools not reopen, despite what its website may say, particularly for children and students. You may make an independent decision that the use of the pool is important to you and the community but prior to reopening the pool, you must provide to us a signed permission or consent from the County. In addition, PCHS will be required to execute a separate COVID-19 waiver in favor of the District and return it to me before the use of the pool begins. Please advise us if PCHS intends to reopen the pool and provide us with the County signed permission or consent.

The District is not providing any services to PCHS in relation to COVID-19 at this time. You are solely responsible and liable for anything arising from resuming any activities on the school, including compliance with any requirements and guidelines for COVID-19.

For any use, we recommend PCHS develop and implement a plan to prevent, if possible, and minimize the spread of COVID-19 and allow PCHS or the appropriate government agency to engage in contact tracing if necessary. If you elect to obtain a release and waiver from each person at the farmers market and/or swimming pool or post signage, the instrument or signs must disclose that the District is not involved in the activity and the release and waiver is also provided to and in favor of the District.

Finally, we have recently been informed that should a positive infection occur in any person on the school, the District may be required to engage in contact tracing. PCHS is responsible and liable for the activities occurring on the school and PCHS agrees it will reimburse the District for actual costs incurred.

LAUSD reserves its right to require you to stop use of the school and allowing public use of the school if it determines it is in the best interest of the health and safety of students and the public.

Please feel free to give me a call on my cell (626) 688-7718 if you have any questions.

Regards,



Al Grazioli

Cc: Mark Hovatter
Robert Laughton
Jose Cole-Gutierrez
Maria Thorpe

Don Parcell

From: Pamela Magee
Sent: Monday, August 10, 2020 8:16 AM
To: Don Parcell
Subject: FW: LA Unified Notice to Palisades Charter HS
Attachments: Palisades Charter_Default Ltr._and Attachment 8-10-20.pdf

Importance: High

Follow Up Flag: Follow up
Flag Status: Flagged

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PAM MAGEE, ED.D.
Executive Director/Principal
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272
(310) 230-6630
pmagee@palihigh.org
<https://calendly.com/pammagee>

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

From: "Reyes, Andrea" <andrea.reyes@lausd.net>
Date: Monday, August 10, 2020 at 8:05 AM
To: Pamela Magee <pmagee@palihigh.org>
Cc: "Hovatter, Mark" <mark.hovatter@lausd.net>, "Holmquist, David (OGC)" <david.holmquist@lausd.net>, "Miller, Mark A. (OGC)" <mark.a.miller@lausd.net>, "Cole-Gutierrez, Jose" <jose.cole-gutierrez@lausd.net>, "Perry, Robert" <robert.perry@lausd.net>, "Grazioli, Albert" <albert.grazioli@lausd.net>, "Laughton, Robert" <robert.laughton@lausd.net>, "Robinson, Angelo" <angelo.robinson@lausd.net>, "Pacheco, Adrian" <adrian.pacheco@lausd.net>, "Thorpe, Maria" <maria.thorpe@lausd.net>
Subject: LA Unified Notice to Palisades Charter HS

Good Morning –

On behalf of Los Angeles Unified Chief Facilities Executive Mark Hovatter, attached please find an important notice from the District. A copy of this letter will also be sent via certified mail. Should you have any questions regarding the invoice included with the letter, please contact Maria Thorpe at maria.thorpe@lausd.net.

Thank you,
Andrea Reyes

Andrea Reyes

LAUSD Facilities Services Division
Office of the Chief Facilities Executive
333 South Beaudry Avenue, 23rd Floor • Los Angeles, CA 90017
Tel 213/241-6518



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

Sent Via E-mail and Certified Mail (Return Receipt Requested)

August 10, 2020

Dr. Pamela Magee, Executive Director
Palisades Charter HS
15777 Bowdoin Street
Pacific Palisades, CA 90272

RE: NOTICE OF DEFAULT TO PALISADES CHARTER HS

This letter is a notice of default and triggers your right to cure, which cure period shall expire on September 10, 2020.

As of August 7, 2020, Palisades Charter High School (“Charter School”) owes \$476,831.04 (“Outstanding Amount”) to Los Angeles Unified School District (“District”) for services rendered.

Charter School executed a Sole Occupant Agreement on July 16, 2010, a First Amendment to Sole Occupant Agreement on November 17, 2014, and a Second Amendment to the Sole Occupant Agreement on October 15, 2019 (collectively “SOA”) for its occupancy of the former Palisades Senior High (“Campus”).

The SOA requires Charter School to pay invoices within twenty (20) days of its receipt. Charter School is in default of the SOA for failing to pay the Outstanding Amount. A reconciliation of the charges and payments from Charter School was previously provided and an updated reconciliation is attached.

The District met with Charter School several times regarding the payment of the Outstanding Amount including, but not limited to, an in person meeting with the Complex Project Manager, Maria Thorpe, in September of 2019. At that meeting, Ms. Thorpe went line by line through the charges comprising the Outstanding Amount. Ms. Thorpe sent a follow up summary e-mail in early January 2020 regarding what Charter School and Ms. Thorpe agreed was an accurate representation of the charges making up the Outstanding Amount. Based upon that email, as well as multiple conversations Ms. Thorpe had with you subsequently, it was the District’s expectation that the Outstanding Amount would be paid.

On June 30, 2020, you sent Ms. Thorpe an e-mail with the subject: LAUSD Invoices to PCHS - Proposal to Settle, in which you proposed a variety of adjustments be made which would have reduced the Outstanding Amount. According to your email, and conversations with Ms. Thorpe, it was Charter School’s position that the cost of various repairs associated with an underground utility project at the Campus should have been allocated to the District, paid for with bond funds, and those charges should be removed from your Outstanding Amount. You also proposed to pay the Outstanding Amount, less the adjustments you proposed, over time versus in one lump sum.

We have reviewed your request to make certain adjustments and find no reason to reduce the Outstanding Amount. This amount remains past due and unpaid. As to the request to pay the Outstanding Amount in installments, we have no authority to agree to anything other than payment of the full amount.

Pursuant to the SOA, Charter School shall pay interest on charges that are not paid within twenty (20) days of its receipt of an invoice. Pursuant to Section 5.4, interest shall accrue at the rate of 5.25%. This rate is based on the prime rate of 3.25% (as of March 16, 2020) of Chase Bank, the largest chartered bank operating in California, plus two percent.

Any payment received shall be applied to the oldest charge on the reconciliation.

The District reserves its right to pursue all additional rights and remedies as permitted by law and the Facilities Agreement.

Please contact Maria Thorpe at (213) 241-0354 or maria.thorpe@lausd.net if you have any questions regarding the invoice.

If you have any questions or concerns, please contact me at mark.hovatter@lausd.net.

Sincerely,



Mark Hovatter
Chief Facilities Executive
Facilities Services Division

Attachment

Cc: David Holmquist, General Counsel
Mark Miller, Chief Facilities Counsel
Jose Cole Gutierrez, Director, Charter Schools Division
Robert Perry, Administrative Coordinator, Charter Schools Division
Al Grazioli, Real Estate and Asset Development Director
Robert Laughton, Director, Maintenance and Operations
Angelo Robinson, Regional Facilities Director
Adrian Pacheco, Interim Regional Facilities Director
Maria Thorpe, Complex Project Manager



LOS ANGELES UNIFIED SCHOOL DISTRICT
INDEPENDENT CHARTER 2019-20

INVOICE

Los Angeles Unified School District M & O Branch - Operations			Date: Aug 7, 2020
333 South Beaudry Ave, Flr 22-133, L.A., CA 90017 (213) 241-0379			INVOICE # 8798-2020-234
TO	Palisades Charter High (1879801), 15777 Bowdoin Street, Pacific Palisades, CA 90272		
	Attn: Dr. Pamela Magee, Exec. Dir./Principal pmagee@palihigh.org		
	Don Parcell, dparcell@palihigh.org		
SITE	COMPLEX PROJECT MANAGER	PAYMENT TERMS	PREPARED BY
Palisades HS	Maria Thorpe	Payable 30 days from receipt	Lance Agdigos

#	DESCRIPTION	AMOUNT
1	Utilities – Electric, Water and Gas Charges	N/A
2	Planned Preventative Maintenance/Regulatory Compliance	\$22,791.70
3	Planned Jobs	\$0.00
4	Service Calls	\$2,522.49
	Qtr #2 Total	\$25,314.19
5	Planned Preventative Maintenance/Regulatory Compliance	\$6,348.07
6	Planned Jobs	\$0.00
7	Service Calls	\$28,992.67
8	Credit Service Call WO # 29149989 - Repair hot water leak on hot water loop	(\$26,317.81)
	Qtr #3 Total	\$9,022.93
9	Planned Preventative Maintenance/Regulatory Compliance	\$1,679.44
10	Planned Jobs	\$0.00
11	Service Calls	\$33,369.76
	Qtr #4 Total	\$35,049.20
12	Previous Balance Q1 FY20	\$31,753.47
13	2018/19 Invoices	\$67,055.92
14	2018/19 Paid Check #20026798	(\$7,878.60)
15	2017/18 Invoices	\$182,455.19
16	2017/18 Paid Check #20026798	(\$18,048.29)
17	2017/18 Paid Check #24127882	(\$7,135.97)
18	2016/17 Invoices	\$159,475.47
19	2016/17 Credit	(\$232.47)
	GRAND TOTAL	\$476,831.04

IMPORTANT NOTICE

FY20 - Year End Billing covering Q2, Q3 and Q4. Due to circumstances beyond our control (mainly COVID-19 Pandemic/Shutdown), our billing was delayed for this current fiscal year. Should you have any issues/concerns, please let us know.

Make all checks payable to Los Angeles Unified School District and mail payment with a copy of this invoice to:

Ramy Ibrahim, Los Angeles Unified School District, Maintenance & Operations
333 S. Beaudry Avenue, Flr 22-155, Los Angeles, CA 90017



LOS ANGELES UNIFIED SCHOOL DISTRICT
Facilities Services Division

August 12, 2020

Via Electronic Mail

Mr. Don Parcell
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

Re: Outstanding Amounts

Dear Don,

It was a pleasure to speak to you on Monday, August 10, 2020, regarding your interest in resuming use of the swimming pool and farmer's market at Palisades Charter HS (PCHS). As you can imagine COVID-19 and its impact on potential activities on our school facilities during these times is new territory for us all. We are trying to formulate a reasonable approach to resuming these activities on District sites; one which takes into account the best interest and health and safety of everyone. I hope to get back to you soon on re-opening the swimming pool and farmer's market at PCHS.

On our call, you also brought up our recent notice of default letter from the District regarding the outstanding amount of \$476,831.04. Based on our conversation and subsequent email, you said you feel PCHS might be able to pay approximately \$308,000 of that amount but you leadership continues to question the appropriateness of being charged and expected to pay \$168,831.04, which you believe should be paid with bond funds. By law bond funds cannot be used for operating costs and expenses which includes routine repair and general maintenance. The Chief Facilities Executive and his staff charged with managing the appropriate use of bond funds have determined that the underground utility leaks and repair constitute routine repair and general maintenance and do not qualify as bond fundable.

I have checked and pursuant to the Sole Occupant Agreement (SOA) if Palisades disputes a portion of a charge, you are obligated to pay the undisputed amount and the disputed amount is to be placed in an escrow account. If we can resolve the disputed amount quickly, perhaps the escrow can be avoided.

I understand from Maria Thorpe that we have been working with PCHS for a couple of years on the outstanding amount and copies of the invoices and an explanation for the charges of \$168,831 were provided to you. Let's review those charges and our position on the matter this week and see if we can resolve this quickly. Please feel free to give me a call on my cell (626) 688-7718.

Regards,

A handwritten signature in black ink that reads "Al Grazioli". The signature is written in a cursive, flowing style.

Al Grazioli

Cc: Mark Hovatter
Robert Laughton
Jose Cole-Gutierrez
Maria Thorpe



LOS ANGELES UNIFIED SCHOOL DISTRICT
INDEPENDENT CHARTER 2019-20

INVOICE

Los Angeles Unified School District M & O Branch - Operations			Date: June 18, 2020
333 South Beaudry Ave, Flr 22-133, L.A., CA 90017 (213) 241-0379			INVOICE # 8798-2020-234
TO	Palisades Charter High (1879801), 15777 Bowdoin Street, Pacific Palisades, CA 90272		
	Attn: Dr. Pamela Magee, Exec. Dir./Principal pmagee@palihigh.org		
	Don Parcell, dparcell@palihigh.org		
SITE	COMPLEX PROJECT MANAGER	PAYMENT TERMS	PREPARED BY
Palisades HS	Maria Thorpe	Payable 30 days from receipt	Lance Agdigos
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10	Planned Jobs	\$0.00	
11	Service Calls	\$33,369.76	
	Qtr #4 Total	\$35,049.20	
12	Previous Balance Q1 FY20	\$31,753.47	
		Total Charges	Paid
13	2018/19 Invoices	\$67,055.92	-\$7,878.60
14	2017/18 Invoices	\$182,455.19	-\$25,184.26
15	2016/17 Invoices	\$159,475.47	-\$232.47
	GRAND TOTAL	\$476,831.04	

IMPORTANT NOTICE

FY20 - Year End Billing covering Q2, Q3 and Q4. Due to circumstances beyond our control (mainly COVID-19 Pandemic/Shutdown), our billing was delayed for this current fiscal year. Should you have any issues/concerns, please let us know.

Make all checks payable to Los Angeles Unified School District and mail payment with a copy of this invoice to:

Ramy Ibrahim, Los Angeles Unified School District, Maintenance & Operations
333 S. Beaudry Avenue, Flr 22-155, Los Angeles, CA 90017



PALISADES

CHARTER HIGH SCHOOL

PCHS Operations Department Supplemental Documents Summary For August 25, 2020 Board of Trustees Meeting

1. Monthly Operations Report
2. LAUSD Historical Invoices:
 - a. LAUSD Historical Invoices Summary from Operations
 - b. LAUSD Invoice
 - c. LAUSD Historical Invoices - Email
 - d. LAUSD Historical Invoices – Letter 1
 - e. LAUSD Historical Invoices – Letter 2
3. LAUSD Waiver and Indemnification:
 - a. LAUSD Waiver Letter
 - b. LAUSD Waiver – Clean Version
 - c. LAUSD Waiver – Track Changes Version
 - d. LACDPH Email & Guidance re Pool Re-Opening
 - e. PCHS MGAC/Pool Re-Opening Plan Summary
 - f. CCFM (Farmer’s Market) Re-Opening Plan Summary
4. LAUSD Sports & Recreation:
 - a. LAUSD Email
 - b. LAUSD Letter

LAUSD Historical Invoices Summary

Summary of Situation:

- PCHS's Campus Lease from LAUSD (our SOA – Sole Occupancy Agreement) charges us No Rent
- The SOA charges us a 1% of our School Budget as a Facilities Oversight Fee. The Oversight Fee is Not Rent, and covers them fixing Nothing!
- LAUSD Provides Maintenance for us at PCHS's Cost as follows:
 - o Regulatory/Required by LAUSD/LACOE/CDE
 - o Preventative Maintenance they do (we do much PM In-House as well)
 - o Reactive Repairs/Maintenance if/as Needed – We sometimes can/do use Non-LAUSD Contractors for repairs when LAUSD Expertise is not critical or not available
- LAUSD apparently had outstanding/unbilled charges from 2014-15 thru 2-16-2017 that they dropped on us during winter of 2018-19 (~18 Months ago) for at the time ~\$330,000
- A significant part of Invoiced charges are for Aging/Crumbling Underground Utility repairs (i.e. remember the school closure in Feb 2017 with the eruption/geyser of water, things like that)
- PCHS has been discussing/debating/negotiating on these Historical Invoices since Spring 2019
- LAUSD has billed us for 2018-19 and 2019-20 services as well - Total Outstanding Balance as of 7/1/2020 - \$476,800
- PCHS looking to get \$168,200 in additional Underground Utility Infrastructure Repairs charges be credited to us, as they stem from the same Root Cause of Aging/Crumbling Underground Utilities installed 60 years ago

Risks to/for PCHS to Consider:

- LAUSD already credited us ~\$500,000 for Underground Utility Repairs, and could decide to charge us that.
- The LAUSD Bond Funded (no cost to PCHS) Underground Utilities Replacement Project, to hopefully fix long-term all these ongoing Underground Utilities problems, is waiting to Go-to-Bid for Award-Scheduling-Start this fall. They may withhold doing that.
- The LAUSD Bond Funded (no cost to PCHS) Gym Complex HVAC Installation Project, to replace the not working heat and non-existing A/C, is waiting to Go-to-Bid for Award-Scheduling-Start this fall. They may withhold doing that.
- LAUSD is preventing us from even being considered to use Pali Academy facilities without these Invoices paid for
- We've submitted a Material Revision to our Student Cap for 100 extra students, which would equate to ~\$1,000,000 of added ADA Revenue (~\$10,000/Student) that they have had since Feb 2020 and have not even been willing to put on a Board Agenda to discuss, let alone approve. They may indefinitely withhold it.

Credits to PCHS of Charges that LAUSD is saying they've already given us:

- 2014-15 thru 2016-17:
 - o LAUSD saying they credited us whatever was not already paid, but we have not seen what that might be
- 2017-18:
 - o None of the significant Underground Utilities Leak Fix items were credited
- 2018-19:
 - o \$26,800 – Apr/Jul 2018 Underground Utilities Leak Fix (end date in Jul 2018 so was put in 2018-19SY even though really a 2017-18 event)
 - o \$48,600 – Jan/Mar 2019 Underground Utilities Leak Fix
 - o \$25,100 – Feb/Mar 2019 Underground Utilities Leak Fix
 - o \$10,200 – Feb/Apr 2019 Underground Utilities Leak Fix
 - o \$23,400 – Feb/Jun 2019 Underground Utilities Leak Fix
 - o Total in 2018/19: \$134,100
- 2019-20: *NOTE – All these have NOT been credited in writing to PCHS, but were verbally stated as would be.*
 - o \$53,100 – Nov2018/Jul2019 Underground Utilities Leak Fix (end date in Jul 2019 so was put in 2019-20SY even though really a 2018-19 event)
 - o \$187,400 – Dec2019/Jun2020 Underground Utilities Leak Fix
 - o \$72,700 – Jan/Jun 2020 Underground Utilities Leak Fix
 - o \$26,300 – Feb/Mar 2020 Underground Utilities Leak Fix
 - o \$31,100 - Dec2019/Jun2020 Underground Utilities Leak Fix
 - o Total in 2019/20: \$370,600
- Total Known Credits over the last 3 Years: \$134,100+\$370,600 = \$504,700

LAUSD Historical Invoices Summary

Credits PCHS Wants from Same Root Cause Issue:

- While the above credits are significant for us to maintain, and ALL of these issues stem from the same exact Root Cause, Aging Underground Infrastructure Problems, here's what we'd like added to the Credited List, and proposed such. However, LAUSD replied with a Hard No.
 - o \$78,300 – Oct2016/May 2017 Underground Utilities Leak Fix
 - o \$6,900 – Jun2016/May 2017 Underground Utilities Leak Fix
 - o \$26,800 – Mar/Apr 2018 Underground Utilities Leak Fix
 - o \$56,200 – Apr/May 2018 Underground Utilities Leak Fix
- Total Additional Credits Requested: \$168,200

Proposal to LAUSD:

- If LAUSD would credit us the ~\$168,000 for the additional Underground Utilities Leak Fixes, all credits will be directly related to the Crumbling Underground Utilities Piping
- The remaining ~\$308,000 PCHS will agree to pay w/o further scrutiny/discussion of those charges
- However, we can probably pay \$148,000 up-front and will need a multi-year payment plan for the remainder – Something like \$40k/Year for Four Years.

Reply from LAUSD:

- No to any additional credits
- No to any payment plan – All due needs to be paid at once
- Payment needed within 20 Days
- However, after some discussion, they're acknowledging if we pay the \$308,000 up-front, we can put the remaining In-Dispute \$168,200 into a neutral escrow account while we further discuss/negotiate those charges.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 82520.pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting August 25, 2020

Results to Date (thru 8/21/20):

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$0	\$41,632	\$41,632	\$500,000
Pali Alumni Fund	General	\$0	\$0	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$0	\$41,632	\$41,632	\$500,000
CTE Incentive Grant	General	\$0	\$173,107	\$173,107	\$0
Perkins V Grant	General	\$0	\$34,746	\$34,746	\$0
Foundation Grants	General	\$0	\$0	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$0	\$0	\$0	0
Rest. Donations/Pledges	General	\$0	\$0	\$0	0
TOTAL RESTRICTED FUNDS RAISED		\$0	\$207,853	\$207,853	\$0
TOTAL FUNDS RECEIVED		\$0	\$249,485	\$249,485	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$1,305	\$5,000
L.A. Press Printing	\$0	\$5,500
American Direct Mail	\$2,639	\$6,900
Postage	\$411	\$3,800
Subscriptions	\$0	\$6,000
SafeSave service fees	\$134	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)	\$13,270	\$159,235
Office supplies	\$0	\$200
Videography	\$0	\$1,500
Family Donor Banners	\$0	\$675
Career Day & Fair Breakfast/Lunch	\$0	\$0
Donor Bricks	\$1,044	\$1,500
Donor Reception	\$0	\$0
Chamber Expo	\$0	\$0
New Parent Welcome Breakfast	\$0	\$0
TOTAL EXPENSES FOR UNRESTRICTED FUNDS	\$18,803	\$197,810



PALISADES

CHARTER HIGH SCHOOL

TOTAL NET FUNDS	\$230,682		\$302,190
CTE Incentive Grant Budget to Date:	Budget	Actual	Balance
CTEIG Funds received		\$173,107.00	
CTEIG Funds rolled over from 2019-20		\$63,893.00	\$237,000.00
Jakus - Film/Media	\$50,000.00	\$0.00	\$50,000.00
Kolavo - Entrepreneurship/VEI/Sports Management	\$50,000.00	\$0.00	\$50,000.00
Stoyanovich - Music	\$32,330.00	\$0.00	\$32,330.00
Steil - Photography	\$32,330.00	\$0.00	\$32,330.00
Fracchiolla - Drama	\$32,330.00	\$0.00	\$32,330.00
Kuper - Computer Programming	\$10,010.00	\$0.00	\$10,010.00
Set aside	\$30,000.00	\$0.00	\$30,000.00
	\$237,000.00	\$0.00	\$237,000.00

Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8/6/20
- 2.) New Parent Welcome Webinar was heavily attended on 8/17/20
- 3.) PCHS Fund totals are from funds received from 8/11 - 8/21 (10 days) 54 donors/ave. gift \$771.00

Coversheet

Executive Director/Principal (EDP) Report

Section:	II. Organizational Reports
Item:	H. Executive Director/Principal (EDP) Report
Purpose:	FYI
Submitted by:	
Related Material:	2019-20_Goals_Update.pdf EDPbdrpt8.25.20.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

2019-2021 Schoolwide Goals/Monthly Progress Update December 2019 May 2020

Our mission: PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

PCHS will improve consistency in instructional curriculum, policies, and practices to increase student-centered learning.

Department Policy Review - At the beginning of the 2019-20 school year, PCHS audited all Spring Semester syllabi to verify the inclusion of updated and new school policies. The next step for 2020-21 is a deeper dive into Department and PLC grading policies and practices to ensure consistency and equity.

New policies adopted to reflect current school needs include:

Civility Policy - January 2020
eLearning Policies - March 2020, April 2020
2020 Grade Policy - April 2020.

Schoolwide Professional Development/Training focused on student-centered learning opportunities include:

Recognizing and addressing implicit bias
Culture of Integrity in the Classroom
Chartering our Future to Opening Doors
-Transgender student presentation
-School Culture: Schoolwide goals review and input
-Culture and Climate: Council and mediation training
-Safety: CPR and Compressions
-Technology: Schoology/PowerSchool updates.

Articulation with Paul Revere Charter Middle School

Administrators from the middle school and high school meet periodically to discuss common interests including recruitment and enrollment, academic programs and placement process, professional development, math articulation and training with the UCLA Curtis Center, and transportation programs. This valuable relationship has been important for the smooth transition of incoming 9th grade students and parents.

Math Success Task Force - This stakeholder group meets quarterly to identify department and student needs and strategies to make math more accessible for students. The Task Force analyzes student progress data and



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

makes recommendations regarding placement practices, course offerings, instruction and intervention strategies, professional development/training, and department/PLC policies.

SMART Goal 1: Two **parent information nights** for continuing/current students per year (one each semester); one parent information night for parents of incoming students videotaped, posted on website, and communicated out to the school community.

TVN and FUN hosted a **Saturday morning Parent Back to School event** (September 21) for parents who were unable to attend Back to School Night. Academic counselors and the College Center advisors provided information. The Study Center opened to assist parents with Infinite Campus and Schoology. Administrators and academic department representatives were on hand to share information. PCHS posted meeting materials on the school website.

PCHS hosted a New Family Informational Breakfast to provide parents with information about PCHS policies, programs, curriculum, and resources. Other parent outreach meetings include:

- The Village Nation Saturday Parent Informational meeting
- Fuerza Unida* Parent Info Saturdays (2 meetings)
- Long Term Strategic Planning - Saturday morning and Wednesday evening meetings
- New and Prospective Parent Night
- FOCUS parent education program.

SMART Goal 2: Increase student information meetings to ensure all students have access to academic resources, advanced level courses, and support systems.

2019-20 Student Information meetings include:

- Counseling Office - 4-Year Planning Meetings for all 9th graders
- Grade level meetings (one per semester) facilitated by Class Presidents in the PCHS Gym address resources available to students for academic and mental health support
- College Center parent and student meetings:
 - August 19th, 20th, 21st - Senior Presentations (covers college planning meetings, early decision/early action, letters of recommendations and Naviance Student, Financial aid, UC/CSU requirements, activating senior file, essays, etc.)
 - Individual Senior Planning meetings regarding college choices, selection, requirements, testing, submissions, and application deadlines
 - Information mailed and posted for AP/PSAT
 - Daily (Up to 7 per day) College informational meetings from College Reps – open to all Seniors
 - October 7th – College Fair
 - October 12th CSU/UC Workshops
 - October 16th Financial Aid Workshop (6:30 – 8:30 P.M.)
 - October 23rd Canadian Colleges Fair



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- Ongoing informational updates regarding AP Testing
- Informational meetings with seniors regarding the entire application process (sending test scores, application submission, and all processes pertaining to applying to college)
- Senior individual Meetings regarding Letters of Recommendation

- January 25th AP/Subject Tests Information Night
- January 27th, 28th, January 30th and January 31st (Junior Presentations to introduce juniors to the entire college process)
- Ongoing Meetings with Seniors regarding Mid-Years Reports
- February 5th TVN (College Center Rep) To inform African-American Parents on the college process/financial aid process and relevant information
- February 22nd *Fuerza Unida* (College Center Rep) To work with and inform Latino students on the college process/financial aid process and relevant information
- February 25th Trip to UCSB with students (Presentation by UCSB Representatives on freshman requirements for admission and a tour.
- Santa Monica College ongoing informational meetings - Seniors
- One-on-one Junior Meetings
- Trip to Santa Monica College – cancelled due to COVID-19 closures
- Scheduled SMC Meetings with Seniors - cancelled due to COVID-19 related closures
- One-on-one Junior Meetings.

Fuerza Unida and The Village Nation hosted informational meetings during the school day specifically designed for Latin X and African American students. Presentations from the Counseling Office, College Center, Study Center and Academic Achievement coaches addressed topics such as A-G requirements, the Attack of the Zeros, and Positive Mindsets.

Men's Group Meetings facilitated monthly by the Unification Director focused on improving flow of information and instructional practices. Feedback from the group resulted in changes to counseling office presentations to ensure more students understand A-G requirements and the impact of course selection and completion as 9th graders.

Buzz Feed sessions were initiated during second semester. Each week randomly selected students from all grades participate in a council discussion with the Unification Director and EDP about their experiences at PCHS. A team of three students have been trained to lead the Buzz Feed meetings, collect feedback, and provide recommendations to the administration.

Senior Caucus created to advise the school on alternative culminating activities for the Class of 2020 due to COVID-19 closures.



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SMART Goal 3: Report back by faculty on PLC Notebook on comments to monitor curriculum consistency. Add rubrics on homework contract and grading. Syllabus Collection on Schoology.

Fall 2019 Notebooks revolved around evidence collection from these different areas:

PLC SMART Goal, PLC meeting minutes, Pacing Plan/Calendar/Unit Plans, Lesson Collaboration and Lesson Study, Common Assessments or Performance Tasks, Graded work samples and subsequent data from them, and a PLC Team reflection on their SMART goal progress. However, we have changed the focus and component of the spring notebook to reflect our highlights in eLearning.

Spring 2020 PLC Folder instructions:

This semester, PLC notebooks highlight eLearning work. PLCs will organize these eLearning highlights by practices promoted by ISTE. ISTE is the foremost organization in teaching technology standards in the classroom. For each ISTE practice, the PLC uploads a document or highlight a practice that provides examples of how the learning community has performed them in eLearning. For more information, please refer to <https://www.iste.org/explore/learning-during-covid-19/10-strategies-online-learning-during-coronavirus-outbreak>.

1. **Digital Equity:** Most families do not have one computer per person. During a school shutdown, parents may also be working from home, meaning several people could be competing for one or two computers. Therefore, make sure all online apps work on mobile devices in case a laptop is not available. Keep in mind that students who have individual education plans (IEPs) need to have access to their specific accommodations during the closure, including video access to aides and logins for apps.
2. **Practice:** Teachers should train themselves and their students on the apps and technology tools they need to use in the event of closure.
3. **Clear expectations:** Everyone's anxiety is high and channels of communication need to be frequent, clear and succinct. Include where to find the daily assignments; a list of sites and tools the students will need, how to log in and what to do if the technology doesn't work; and, finally, the expectations of parents. Prepare a step-by-step guide on how to access and use online learning tools and curriculum. Make sure you present this information in various formats including video and text and include screenshots and screen-casting tutorials. Teachers need to know how to take attendance.
4. **Provide robust learning:** Online learning during a closure – especially during extended closures – should be at least as engaging as the classroom experience (if not more) or students will suffer. Key principles that ISTE recommends are: Break learning into smaller chunks. Be clear about expectations for online participation. Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward. Include virtual meetings, live chats or video tutorials to maintain a human connection.



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- Design independent learning:** It is important to design learning that does not require a lot of support from parents who might already be overwhelmed. Streamline information by creating one place for all the assignments, schedules and expectations. The closer to a checklist you can make these resources, the better.
Address the emotional toll: Check in with students and coworkers, especially those who are less comfortable with digital tools to see if they need any help or someone to talk to. Being sequestered at home can be isolating and exacerbate the fear of dealing with a global crisis. Taking time to check in about feelings of anxiety is just as important as checking on academics. Some things that can help include: Take regular breaks. Making time to exercise. Keep to a regular sleep schedule. Limit distractions when possible (turn off social media notifications, for example). Set daily and weekly goals. Make time to socialize, even if virtually.
- Choose the right tools and stick with them:** Limit the number of tools, apps and platforms so students and their parents are not overwhelmed. It may be a little harder for students to follow classroom assignments when you are not there face to face. Try to keep online instructions short, simple and clear. Consider making video instructions instead of text. Videoconferencing will take you and your students into each other's homes so it's important to consider privacy. Some programs let users blur your background. Dress as you would for attending school and expect students to do the same. Online learning also presents a great opportunity to review digital etiquette and embed digital citizenship into online collaboration activities.

PCHS will utilize communication systems currently in place to convey PCHS's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.

SMART Goal 1: PCHS will continue to update and organize the school website, focusing on staff directory and communication of new or proposed schoolwide changes in policies and practices. Updates will be finalized by Thanksgiving Break 2019.

Updated Staff Directory on the PCHS Website

Go to the website homepage (www.palihigh.org) and click on the **Staff Directory** button in the middle of the page. You will see the photo, name, and department for each teacher and staff member. This information is also viewable in the **Academics** section (top row of buttons on the homepage beside the school crest or click [here](#).)

Email lists for specific groups (transportation, parent groups, grade levels, special interest groups, athletics, etc.) have been created to reduce unwanted, irrelevant email traffic to PCHS parents.

SMART Goal 2: PCHS will create a communications audit and directory. The hyperlinked audit will become a resource so that pertinent communication avenues can be promoted at all stakeholder meetings and events by the end of the school year, 2020.



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PCHS periodically adjusts the communications plan to satisfy both external and internal public communications needs. Communications systems are audited to assess our communication practices and to determine which of the PCHS communications tools are working well and identify the areas in which our organization can still strengthen its communications performance. We have identified an ongoing professionally established plan to guide the PCHS communications audit process:

- *Analyze the communications vehicles distributed to our audiences.*
- *Get feedback from all internal audiences.*
- *Review and evaluate traditional media coverage and how our organization is perceived on social media in order to determine what our community knows and thinks about us.*
- *Do a SWOT analysis.*
- *Make changes to the current communications plan based on all data collected and analyzed.*

SMART Goal 3: PCHS will create quick, periodic stakeholder feedback opportunities. These short surveys can take place after events and major announcements via the PCHS parent newsletter and housed centrally in “Tell a Dolphin” tab to establish two access points.

Surveys conducted in 2019-20 include:

Annual Stakeholder Surveys for parents, staff, and students
Professional Development Feedback Surveys
Faculty and Student SnapShot Surveys
Link Crew Training and Orientation Experience Survey
Campus Unification Community Day Survey
Mental Health Student Survey
Pali High Climate Change Community Day
Buzz Feed Surveys
Operations Faculty/Staff Winter Break Survey
Classrooms/Offices Safety Supplies Survey
Brightbytes Technology & Learning Survey
Athletic Program Surveys

PCHS will continue to cultivate and expand opportunities for social-emotional wellness development and stress management both inside and outside the classroom.

The National Alliance on Mental Illness (NAMI) provided presentations for all 9th grade English classes during the months of September and October. Students learned about mental illness, including warning signs, facts, and statistics, and how they can get help for themselves or a friend. For more information about the “Ending the Silence” presentation go to www.namila.org/ending-the-silence/



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Roads to Respect Sexual Assault Prevention assemblies provided presentations for all 9th graders through the pods. For more information about the presentations visit www.roadstorespect.org
Both “Ending the Silence” and “Roads to Respect” programs are provided for free.

The first Community Day of the school year focused on mental health and resources available for students.

Reminders about mental health support services available to students are posted periodically on Schoology. Information is also posted on the school website in a section dedicated to COVID-19 related resources and Student Support Services.

The Coordination of Services Team (COST) meets monthly. The team established protocols for referring students to the Mental Health Team. In addition, an Outreach Team was coordinated

in March at the outset of COVID-19 related closures to connect with students who are not checking in to online classes.

LAUSD implemented a new system, the Mental Health Evaluation Team (MHET). This team is intended to provide faster responses than the current Psychiatric Mobile Response Team (PMRT). The team consists of a School Mental Health therapist and a School Police Officer who can assist in evaluating the need for hospitalization and transporting if necessary.

An Outreach Team has been coordinated to identify students in need of support during the transition to eLearning. Daily phone calls and tech support provided to students who had not checked into their online classes or who were not participating. Mental health support providers, tutors, and math paraprofessionals continue working with students throughout spring semester.

PCHS has provided council training for those who are new to these practices and refresher training for those who have previously participated to increase the number of people on campus with conflict resolution and positive communication strategies.

SMART Goal 1: Faculty and staff will be able to identify socio-emotional student supports and how to access them evidenced by participation in professional development held by October 2, 2019.

PCHS has implemented quarterly 2 hour professional development/faculty meeting sessions. All faculty received student support reference sheets with information presented by the Director of Student Support Services. New teacher training addressed social emotional components, using classroom culture setting scenarios. Faculty and staff participated in the Mental Health Resources Community Day.



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SMART Goal 2: Students and parents will be able to access information regarding student socio-emotional support via PCHS social media, website, and flyers evidenced by hits on social media and/or 50% of positive responses on 2020 student and parent surveys.

Mental health resources are posted in the COVID-19 Resources and Student Support Services sections of the PCHS website:

A Community Day dedicated to mental health support services was held October, 2019. Information from the presentation is posted on the PCHS website.

The annual parent survey includes questions related to accessing socio-emotional support. The survey was posted on May 13. Results will be analyzed for feedback and indicators of progress.

PCHS will commit to equitable policies and practices to ensure PCHS's diverse student population has access to academic opportunities.

The theme for the 2019-20 school year has been "Opening Doors" inspired by the cultural proficiency implementation template created by Trudy Arriaga and Randall Lindsey. PCHS teachers and staff engaged in summer reading and reflection as well as participated in related professional development activities. The September Faculty Meeting incorporated input from staff and students regarding opening doors to equitable, excellent academic opportunities.

The guiding documents providing the road map for equity and excellence at PCHS are as follows:

2020-2025 CHARTER RENEWAL PETITION

WASC ACTION PLAN FOR EQUITY

PCHS EQUITY STUDY

LOCAL CONTROL ACCOUNTABILITY PLAN



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Executive Director/Principal Report Board of Trustees Meeting August 25, 2020

Palisades Charter High School opened on August 18 in full eLearning mode.

2019-2021 Schoolwide Goals: Annotations refer to the beginning of the new school year.

2019-2020 Schoolwide Goals report included in meeting materials.

- PCHS will continue to cultivate and expand opportunities for social emotional wellness development and stress management both inside and outside the classroom.
 - [Link Crew Leaders welcome and connects new students to the Pali](#)
 - [Mental health and grief resources provided for students and staff through Schoology. Mental health counselors led a Zoom grief workshop for staff.](#)
 - [This past Friday's Schedule provided time to share the following topics with all students:](#)
 - [Student performance showcase](#)
 - [Mental health and grief counseling options](#)
 - [Campus Unification Program](#)
 - [School Culture Chat](#)
 - [Focus on Empathy](#)
 - [Introduction of Social Justice Allies \(anti-racist, sexist, classist, homophobic, xenophobic\)](#)
 - [Student Bill of Rights and Responsibilities](#)

- Utilize communication systems currently in place to convey PCHS's strengths, needs, data, and opportunities for participation so that all stakeholders are well-informed and understood.

[The pandemic and social distancing requirements have resulted in more information and outreach online. We are learning to make instructional and informational videos to keep our school community connected. Some of the recent campaigns include:](#)

 - [Prospective parent tours](#)
 - [New parent video series](#)
 - [PTSA Zoom Meeting](#)
 - [Schoology/Infinite Campus and other tech instructions](#)



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- Balance budget and build a fund balance for the future. Identify clear budget priorities. The PCHS Budget and Finance Committee met on August 21 to make revisions to the 2020-21 budget following the announcement of the Governor's revised budget. New **Learning Loss Mitigation grant** funds will provide additional resources for teachers to support students. Ongoing legacy challenges to be addressed included Lifetime Health Benefits, STRS/PERS contributions, and transportation.
- Commit to equitable policies and practices to ensure PCHS's diverse student population has access to academic opportunities.
- Improve consistency in instructional curriculum, policies, and practices and increase student centered learning.
 - PCHS continues to work toward this goal. At the end of the 2020-21 school year, the Board of Trustees tasked the Administration with reviewing department/PLC/course policies to ensure consistency with Board and school policies as was initiated in 2019-20. Department/PLC policies are to be posted in a central location on Schoology or the school website to ensure easy access by students, parents, and staff.

Board/School Policies to include:

Civility Policy - January 2020

eLearning Polices - March 2020, April 2020

2020 Grade Policy - April 2020

Coversheet

PESPU MOU

Section: III. PESPU MOU
Item: A. PESPU MOU
Purpose: Vote
Submitted by:
Related Material: PESPU Tentative Agreement 2019.2020 to 2020.2021 wos.pdf
PESPU Retirement MOU 8.21.2020 Signature page.pdf
Retirement Incentive Final. PESPU 8.2020.pdf
PESPU Impacts and Effects page 2 of 2.png
PESPU Impacts and Effects page 1 of 2.png






PESPU MOU 8.18.2020. signed by Lorick needs Magee signature_

Final Audit Report

2020-08-22

Created:	2020-08-21
By:	Monique Parks (mparks@palihigh.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5uli08WH5czw60_7kTDPPiNjuhyG4hJn

"PESPU MOU 8.18.2020. signed by Lorick needs Magee signature_" History

-  Document created by Monique Parks (mparks@palihigh.org)
2020-08-21 - 8:47:26 PM GMT- IP address: 172.113.108.19
-  Document emailed to Pamela Magee (pmagee@palihigh.org) for signature
2020-08-21 - 8:48:18 PM GMT
-  Email viewed by Pamela Magee (pmagee@palihigh.org)
2020-08-22 - 0:45:06 AM GMT- IP address: 23.242.196.55
-  Document e-signed by Pamela Magee (pmagee@palihigh.org)
Signature Date: 2020-08-22 - 0:45:51 AM GMT - Time Source: server- IP address: 23.242.196.55
-  Signed document emailed to Monique Parks (mparks@palihigh.org) and Pamela Magee (pmagee@palihigh.org)
2020-08-22 - 0:45:51 AM GMT

**Memorandum of Understanding
between
Palisades Charter High School
and
Palisades Educational Support Personnel United**

Early Retirement Incentive

August 18, 2020

Palisades Charter High School (PCHS) and Palisades Educational Support Personnel United (PESPU) hereby agree to the following Memorandum of Understanding (MOU), creating an early retirement incentive plan (“Plan”) for classified employees as set forth below. This Plan is designed to make a contribution to help eligible PESPU bargaining unit members retire early, and to reduce personnel costs to PCHS to offset the cost of the Plan.

This program is voluntary, and is open to all permanent classified employees who are at least 59 years of age on the effective date of their resignation from employment, who have served as a PCHS employee for fifteen (15) years or more, and who are in paid status on the date this MOU is signed.

Implementation of the Plan is contingent on a level of participation that is sufficient for both objectives of the Plan to be met, namely making a contribution to help eligible PESPU bargaining unit members retire early, and reducing personnel costs to PCHS to offset the cost of the Plan.

Plan Benefit

The Plan benefit to eligible employees, if it proceeds after the process described below, will be a one-time cash payment equal to 80% of his/her highest year’s salary as an employee at PCHS. Participants may have the incentive payment paid directly to the participant, or may have the incentive deposited directly into the participant’s 403(b) savings plan, IRA, etc. to the extent permitted by law.

Plan Process

The Plan will proceed as follow:

1. Eligible unit member electing the Plan must submit a form entitled Intent to Retire/Resign Pursuant to the Early Retirement MOU, attached to this MOU, no later than September 11, 2020, with an effective date of retirement/resignation no later than October 30, 2020.

2. In compliance with the Older Workers Benefit Protection Act, each unit member who elects to submit his/her retirement/resignation pursuant to this MOU has the opportunity to withdraw his/her intent to retire/resign on or before September 18, 2020. The revocation must be in writing and received no later than 5:00 p.m. on September 21, 2020. After that date, the agreement to retire/resign and receive the plan is final and irrevocable if the Plan proceeds.
3. After the dates specified in Section 2, above, PCHS and PESPU will meet and confer regarding the cost and savings that will be realized if the Plan proceeds. Specifically, the parties will determine whether the cost of the incentive payments to participating eligible employees, plus the estimated cost in the 2020-2021 school year of employees who replace participating eligible employees, is roughly equal to or less than the 2020-2021 school year cost of the salaries of the eligible participating employees (i.e. the cost if none of the participating employees retire or resign). If the result is roughly equal or a savings if the Plan proceeds, the Plan will proceed and the agreements to retire/resign and received by the eligible participants will be final and irrevocable.
4. If the process described in Section 3 above results in the Plan not proceeding:
 - a. The agreements to retire/resign submitted by the eligible participants will be considered revoked, and the eligible participants will remain PCHS employees unless they choose to submit a final and irrevocable resignation despite the Plan not moving forward.
 - b. PCHS and PESPU will meet and discuss whether a modification of the Plan is feasible that will likely result in sufficient participation to meet the goal of reducing personnel costs to PCHS to offset the cost of a revised Plan.

Miscellaneous Provisions

1. PCHS and PESPU specifically agree that PCHS has not made any representations or given any advice as to the tax or retirement consequences of the Plan to any individual employee, that PCHS is not responsible for or liable for any such tax or retirement consequences to employees, and that PCHS recommends that members consult their own tax preparation professional, retirement counselor, or other legal advisor with respect to the effect(s), if any, of the Plan on their individual tax responsibility or the retirement implications for long term income.
2. The parties to this MOU stipulate that this MOU is unique to the existing circumstances and neither the fact of this MOU nor its contents in whole or in part, or PCHS's actions in furtherance of its obligations under this MOU shall be construed to be or used by PESPU or its unit members as evidence of any precedent or past, present or future practice, procedure or offering on the part of PCHS. This MOU shall not be admitted in any tribunal as evidence of any of the above except if PESPU contends that PCHS violated this MOU.
3. An eligible employee who chooses to retire/resign pursuant to this Plan represents and agrees that he/she has carefully read and fully understands all of the provisions of this

Agreement, that he/she has been given the opportunity to fully discuss the contents of this Agreement with an independent representative or attorney of his/her choice, and that he/she is voluntarily entering into this MOU without coercion, duress, or undue influence.

4. PCHS and PESPU have cooperated in the drafting and preparation of this MOU. In any construction to be made of this Agreement, the same shall not be construed against PCHS or PESPU.
5. This MOU constitutes the entire understanding between the parties pertaining to the subject matter hereof, and is the final, complete and exclusive expression of the terms and conditions of their MOU, and supersedes all prior agreements, written or oral, between the Parties. Any and all prior agreements, representations, negotiations and understandings made by the parties, oral and written, express or implied, are hereby superseded.
6. This MOU is entered into and shall be construed and interpreted in accordance with the laws of the State of California. Should any provision of this MOU be declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining parts, terms, or provisions shall not be in any way affected thereby.
7. The parties acknowledge that this MOU requires the approval of the PESPU Executive Board and the PCHS Board of Trustees.

FOR PCHS

FOR PESPU

Pamela Magee

Date

Kevin Lorick

Date

Intent to Retire/Resign Pursuant to the Early Retirement MOU

I have read and understand the terms and conditions of the Early Retirement MOU and the early retirement incentive plan (“Plan”) between PESPU and PCHS, which MOU is incorporated here as if fully set forth.

I am qualified to participate in the Plan according to that MOU, and I hereby submit my intent to retire/resign between September 12, 2020 and October 30, 2020.

Based upon my choice of date for the retirement/resignation, I will comply with the notice and revocation dates set forth in the Plan.

I acknowledge that I have been provided at least 21 days to consider this retirement/resignation under the MOU, and if I have signed it sooner I hereby voluntarily waive the 21-day period. I understand that I have been provided at least 7 days following the signing of this form to revoke it. I understand that revocation must be in writing and provided to the PCHS Director of Human Resources.

I agree to execute all related documents to effectuate this agreement.

Date MOU Terms Received _____ Initials_____

Date of Retirement/Resignation _____ Initials_____

Acknowledgement of right to revoke as set out in Agreement Initials_____

Employee Signature

Date

Employee (print name here)

PCHS Signature/Acceptance

Date

Memorandum of Understanding
between
Palisades Charter High School
and
Palisades Educational Support Personnel United

*Impacts and Effects of
Reduction in Force*

July 15, 2020

Palisades Charter High School (PCHS) and Palisades Educational Support Personnel United (PESPU) hereby agree to the following regarding the impacts and effects of the PCHS-implemented reduction in force.

Campus Security Aides

Campus Safety Aides who have been reduced to will be given first priority to day shifts currently assigned to Joffe Emergency Services Monday through Fridays, weekends and holidays. "Day shifts" are defined to mean any shift beginning at or after 6:00 a.m., and ending at or before 6:00 p.m.

Individual shifts shall be distributed and rotated among Campus Safety Aides. The supervisor responsible for such assignments shall offer the available shifts based on a rotational seniority list. If that person refuses the assignment or is not available, the shift shall be offered to the next most senior person until the shift is assigned. A unit member who declines a shift will not be entitled to an offer of another unless and until offers are made to the remainder of the group of reduced Aides with less seniority, followed by those with more seniority. If there are no campus security aides willing to perform the shift, the shift shall be offered to Joffe.

Campus Safety Aides accepting a shift currently assigned to Joffe Emergency Services are not entitled to utilize sick leave for that shift, and are required to provide at least 24 hours notice if he/she is unable to work the shift.

No Campus Security Aide is entitled to additional work hours that would result in assigned and performed work in excess of forty (40) hours in a week.

Study Center Coordinator

PCHS agrees to continue considering and potentially offering work to the Study Center Coordinator supervising peer to peer tutoring, community service, and/or coordinating the math paraprofessionals.

Coversheet

Budget & Finance Committee Updates

Section: IV. Board Committees (Stakeholder Board Level Committees)
Item: A. Budget & Finance Committee Updates
Purpose: Vote
Submitted by:
Related Material: III.A - Learning Loss & Mitigation Funds Budget.pdf
III.A - 2020-2021 Budget with E- Learning .pdf

**Learning Loss & Mitigation Funds
2020-2021**

****ONE TIME MONEY****

Allowable Uses (Per CDE)

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
GEER Fund Res. Code 3215 (SPECIAL ED)	3. Provide additional core academic support for students who need it
\$ 107,643	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
CR Fund Res. Code 3220 (FEDERAL)	3. Provide additional core academic support for students who need it
\$ 1,076,721	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
GF Res. Code 7420 (STATE)	3. Provide additional core academic support for students who need it
\$ 252,447	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

\$ 1,436,811 Total Learning Loss & Mitigation Funds for PCHS

Learning Loss & Mitigation Funds Proposed Budget			
Total Revenue			\$ 1,436,811
Budget Category	Obj Code	Description	Amount
Classified Salaries	2910	Math Paraprofessionals	\$ 116,722.00
		Student Devices (in lieu of previous	
Non-Cap Equipment	4410	lease)	\$ 546,805.00
		Student Devices (in lieu of previous	
Non-Cap Equipment	4410	lease)	\$ 61,242.72
Non-Cap Equipment	4410	Additional staff Devices	\$ 63,000.00
Other Supplies	4350	Teacher Materials	\$ 50,000.00
		Curtis Center (Professional	
Travel/Conferences	5220	Development)	\$ 60,000.00
Dues/Subscriptions	5310	Additional E-Learning Licenses	\$ 64,073.00
Consulting	5810	Paper (Tutoring Services)	\$ 140,000.00
Consulting	5810	Additional Mental Health	\$ 70,000.00
Consulting	5810	LAUSD Mental Health Services	\$ 150,000.00
Instructional Materials	4300	Additional IMA increase	\$ 49,000.00
Other Supplies	4350	Hotspots	\$ 8,400.00
Dues/Subscriptions	5310	Additional video licensing needs	\$ 10,000.00
Other Supplies	4350	staff devices - accessories	\$ 8,500.00
Total			\$ 1,397,742.72
Amount Remaining For Allocation			\$ 39,068.28

Palisades Charter High School
2020-2021 Budget/Finance Revisions Recommendations for E-Learning Scenarios

	2019-2020 Estimated Actuals (6/5/2020)	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (per CA Gov 7/14/2020) - Full Return 8/17/20	2020-2021 Revised Budget (E- Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	2020-2021 Revised Budget One month of E-Learning (per CA Gov 7/30/2020) 8/17/20	Comments
ADA ESTIMATES/ACTUAL FUNDED	2,907	2,907	2,907	2,907	2,907	
LCFF FUNDING PER ADA	\$ 10,188	\$ 10,188	10,160	10,160	10,160	Per LCFF Calculator, as of 7/14/2020, Hold Harmless 19/20
Deficit Factor (as of 5/19 May Revise)		8.17%	0%	0%	0%	
		\$ 9,356				
EPA Funding-Prop 30	5,153,274	4,732,251	5,139,818	5,139,818	5,139,818	
LCFF Entitlement - State Aid - Current Year	16,703,715	15,339,022	16,660,100	16,660,100	16,660,100	
LCFF Entitlement - State Aid - PY adjustments						
ADA Adjustment						
LCFF PY Adjustments	(6,512)					
C S Funding In Lieu of PropTax -	7,759,527	7,125,574	7,739,266	7,739,266	7,739,266	
C S Funding In Lieu of PropTax - PY adjustments						
LCFF Funding-Total	29,610,004	27,196,847	29,539,184	29,539,184	29,539,184	
NCLB:T1,Basic School Support	317,694	315,175	315,175	315,175	315,175	updated # per CDE June 2020
Special Ed: IDEA Basic Local Assistance Entitlement	593,929	602,592	602,675	602,675	602,675	\$207.29/ADA PER LAUSD SELPA
NCLB:TII, Teacher Quality/ESSA	63,316	62,303	62,303	62,303	62,303	updated # per CDE June 2020
Title III Part A English Language - (24 students)	-	2,526	2,526	2,526	2,526	updated # per CDE June 2020
Title III Part A Immigrant - (37 students)	-	3,535	3,535	3,535	3,535	updated # per CDE June 2020
ESSA:TIV,Student Support and Academic Enrichment	23,699	23,337	23,337	23,337	23,337	updated # per CDE June 2020
MAA-Medical Reimbursements						
Perkins	37,102	37,102	37,102	37,102	37,102	
DOR-Rehab	16,652	20,000	20,000	20,000	20,000	
COVID-19 Grant (Federal CARES Act)	-	264,782	261,630	261,630	261,630	PER CDE
Learning Loss & Mitigation (GEER)			107,643	107,643	107,643	SpEd Generated
Learning Loss & Mitigation (CRF)			1,076,721	1,076,721	1,076,721	Coronavirus Relief Fund
Child Nutrition Program	188,962	322,006	322,006	161,003	270,485	2nd semester food sales only
Federal Revenues-Total	1,241,354	1,653,358	2,834,653	2,673,650	2,783,132	
	DIFFERENCE	412,004				
Learning Loss & Mitigation - State			252,447	252,447	252,447	State Learning Loss & Mitigation Funds
State Lottery:Non Prop 20 - Current Year	444,771	444,771	436,110	436,110	436,110	\$150/ADA
State Lottery:Non Prop 20 - PY adjustments	3,502					
Child Nutrition: School Programs	17,064	27,050	27,050	13,525	22,722	2nd semester food sales only
Mandated Costs Reimbursement	132,844	136,251	136,270	136,270	136,270	
One Time Discretionary Grant						

Palisades Charter High School
2020-2021 Budget/Finance Revisions Recommendations for E-Learning Scenarios

	2019-2020 Estimated Actuals (6/5/2020)	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (per CA Gov 7/14/2020) - Full Return 8/17/20	2020-2021 Revised Budget (E- Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	2020-2021 Revised Budget One month of E-Learning (per CA Gov 7/30/2020) 8/17/20	Comments
Classified School Employees Professional Development Block Grant						
State Lottery:Prop 20 Inst Matls-Current Year	156,978	156,978	142,463	142,463	142,463	\$49/ADA
State Lottery:Prop 20 Ins Matls-PY adjustments	15,221					
Special Education- AB602 - MOVE TO LOCAL	1,726,525	-				
Student ID/CAHSEE	13,111	12,073				
CTE Grant	107,352	192,599	223,040	223,040	223,040	\$173K + \$50K carryover from 19/20
College Readiness Block Grant						
Low-Performing Students Block Grant	38,380		-	-	-	
LAUSD-Sp Ed Grants (Option 3)	152,330	-	-	-	-	
COVID-19 Grant	50,072					
Other State Revenues-Total	2,858,150	969,722	1,217,379	1,203,854	1,213,051	
Special Ed AB602 - State		1,908,009	1,908,272	1,908,272	1,908,272	\$656.35/ADA PER LAUSD SELPA
LAUSD - SPED GRANT OPTION 3		125,000	125,000	125,000	125,000	
Food Service Sales	229,494	269,348	269,348	134,674	226,252	calculated on a per day basis
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	760,000	911,000	911,000	504,284	764,152	potential income loss of \$406K (Jul-Dec income)
Interest	129,459	129,459	129,459	129,459	129,459	
Fundraising	495,000	500,000	400,000	400,000	400,000	based on data from ed fund collections
Other Local Revenues-Total	1,613,953	3,842,816	3,743,079	3,201,689	3,553,136	
Total Revenue	35,323,461	33,662,742	37,334,295	36,618,377	37,088,503	
Teachers	12,154,067	13,033,997	13,033,997	13,033,997	13,033,997	
School Admin	903,875	905,118	905,118	905,118	905,118	
Librarians	136,090	129,614	136,090	136,090	136,090	to reflect estimated actuals
Guidance,Welfare (Counselors)	805,839	722,863	805,839	805,839	805,839	to reflect estimated actuals
Sub Teachers	287,665	48,200	424,710	235,410	356,756	based on 18/19 sub costs on per day basis
Other Support/Impact of / Step and Column		117,865	117,865	117,865	117,865	
Reduced Auxiliaries/Periods-Net		(584,486)	(584,486)	(584,486)	(584,486)	possible aux savings from no sports/7th period/coaching
Less: FTE's not replacing		(270,167)	(270,167)	(270,167)	(270,167)	
Certificated Salaries	14,287,536	14,103,004	14,568,966	14,379,666	14,501,012	
Inst'l Aides	783,601	930,455	783,601	783,601	783,601	
Admin. Sal	415,863	410,452	410,452	410,452	410,452	
Clerical/Office	1,889,090	1,906,462	1,906,462	1,906,462	1,906,462	

Palisades Charter High School
2020-2021 Budget/Finance Revisions Recommendations for E-Learning Scenarios

	2019-2020 Estimated Actuals (6/5/2020)	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (per CA Gov 7/14/2020) - Full Return 8/17/20	2020-2021 Revised Budget (E- Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	2020-2021 Revised Budget One month of E-Learning (per CA Gov 7/30/2020) 8/17/20	Comments
Classified Subs	18,151	34,302	34,302	34,302	34,302	
Maint./Oper	119,394	113,204	119,204	119,204	119,204	
Food Services	46,786	47,682	47,682	47,682	47,682	
Math Paraprofessionals	175,083	163,756	175,083	175,083	175,083	Partially Covered by Learning Loss/Mitigation funds
Other Classified	1,284,516	961,543	1,284,516	1,284,516	1,284,516	
Impact Step and Column		-	-	-	-	
Proposed New Positions/Hours		(198,244)	(198,244)	(198,244)	(198,244)	
Classified Salaries	4,732,484	4,369,612	4,563,058	4,563,058	4,563,058	
Total Salaries	19,020,020	18,472,616	19,132,024	18,942,724	19,064,070	
STRS - Certificated	2,409,794	2,277,635	2,352,888	2,322,316	2,341,913	
PERS - Classified	730,476	768,833	944,553	944,553	944,553	
OASDI Regular - Certificated	8,094	15,000	15,000	15,000	15,000	
OASDI Regular - Classified	275,994	270,916	282,910	282,910	282,910	
OASDI Medicare - Certificated	203,973	204,494	211,250	208,505	210,265	
OASDI Medicare - Classified	67,698	63,359	66,164	66,164	66,164	
Health & Welfare Benefits - Certificated	2,430,926	2,479,545	2,479,545	2,479,545	2,479,545	
Health & Welfare Benefits - Classified	1,212,961	1,237,220	1,237,220	1,237,220	1,237,220	
Unemployment Insurance - Certificated	15,836	17,925	17,925	17,925	17,925	
Unemployment Insurance - Classified	6,787	7,552	7,552	7,552	7,552	
Workers' Compensation - Certificated	160,347	137,025	137,025	137,025	137,025	
Workers' Compensation - Classified	54,030	58,725	58,725	58,725	58,725	
Other Employment Benefits - Certificated (LT Benefits)	250,000	255,000	255,000	255,000	255,000	
Other Employment Benefits - Classified (LT Benefits)	50,000	51,000	51,000	51,000	51,000	
Employee Benefits	7,876,915	7,844,229	8,116,757	8,083,440	8,104,797	
Total Salary & Benefits	26,896,935	26,316,845	27,248,780	27,026,165	27,168,867	
Textbooks	(5,144)	9,900	9,900	9,900	9,900	
Instructional Materials	127,026	151,000	200,000	200,000	200,000	\$49K increase in IMA (funded from learning loss)
Instructional Materials - CTE			207,000	207,000	207,000	CTE Teacher Allocations
Non-capitalized Equipment	156,656	90,680	761,728	761,728	761,728	Student & Staff Devices covered by learning loss (\$547K for students, \$123K for staff)
Other Supplies	128,089	167,143	234,043	189,810	221,044	Reduced need in consumables, per tech schedule, Teacher Materials (\$50K, learning loss), Hotspots (\$8K), Staff Device accessories (\$8k)
Food Service Supplies	241,879	275,304	275,304	152,597	231,255	Calculated based on a per-day cost
Books & Supplies	648,506	694,027	1,687,975	1,521,035	1,630,927	

Palisades Charter High School
2020-2021 Budget/Finance Revisions Recommendations for E-Learning Scenarios

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Personnel Services-Mileage	1,000	4,197	4,197	1,000	3,498	Reduced mileage for conferences/meetings
Travel/Conference	29,000	44,151	44,151	104,151	104,151	Curtis Center PD (\$60K, learning loss)
Due/Memberships (Subscriptions)	358,335	352,074	352,074	430,391	430,391	updated subscriptions based on dept. requests, \$61K additional (funded through learning loss), \$10K additional webinar licenses (funded through learning loss)
Insurance	193,700	309,969	309,969	309,969	309,969	
Operation and Housekeeping Services	179,272	146,000	146,000	146,000	146,000	
Utilities	426,000	426,000	426,000	426,000	426,000	
Rentals/Leases/Repairs & Noncapitalized Improvements	584,019	576,408	574,763	574,763	574,763	LAUSD Prior Year Repairs (\$168K), savings from device lease (\$161K)
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,170,115	3,128,730	3,338,730	2,945,043	3,262,021	\$70K additional mental health - learning loss, paper tutoring services (\$140K), LAUSD Mental Health Services (\$150K) now covered by Learning Loss Funds
Pupil Transportation	360,633	491,348	491,348	275,913	414,012	Based on per-day costs
Other Expenses	128,021	92,330	92,330	92,330	92,330	
Communications	75,393	75,860	75,860	75,860	75,860	
Services, Other Operating Exp	5,505,488	5,647,067	5,855,422	5,381,420	5,838,995	
Capital Outlay (6100-6500) -Total (Detail Below)	367,568	322,866	402,866	402,866	402,866	
Bldgs & Improvement (6200)	358,000	87,866	167,866	167,866	167,866	\$80K approved CapEx
Equipment-Technology (6400)	9,568	235,000	235,000	235,000	235,000	E-rate project
Equipment/Furniture Replacement (6500)						
Depreciation Expense (Financial reporting basis)	900,000	900,000	900,000	900,000	900,000	
Interest	37,459	58,338	58,338	58,338	58,338	
Indirect Cost (Total charter school supervisory oversight fees only)	296,100	271,968	271,968	271,968	271,968	
Total Expenses-Financial Reporting Basis	34,284,487	33,888,246	36,022,483	35,158,925	35,869,096	
Total Expenses-Cash Reporting Basis	33,752,055	33,311,112	35,525,349	34,661,791	35,371,962	
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	1,038,974	(225,503)	1,311,812	1,459,452	1,219,407	Additional potential expenses include budget/finance parking lot items
Net Reserve Fund Increase(Reduction)-Cash Basis	1,571,406	351,631	1,808,946	1,956,586	1,716,541	(Revenue - Expenses: Cash Reporting Basis)
Cash Deferrals (State IOU)	4,207,525	4,207,525	6,449,586	6,449,586	6,449,586	Cash Deferrals for 20/21 FY (Feb-June 2021)
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB	1,234,631	1,228,631	1,228,631	1,228,631	1,228,631	OPEB Obligation per actuarial report
Revised Financial Reporting with OPEB	(195,657)	(1,454,134)	83,181	230,821	(9,224)	Ending Balance w/OPEB Obligation

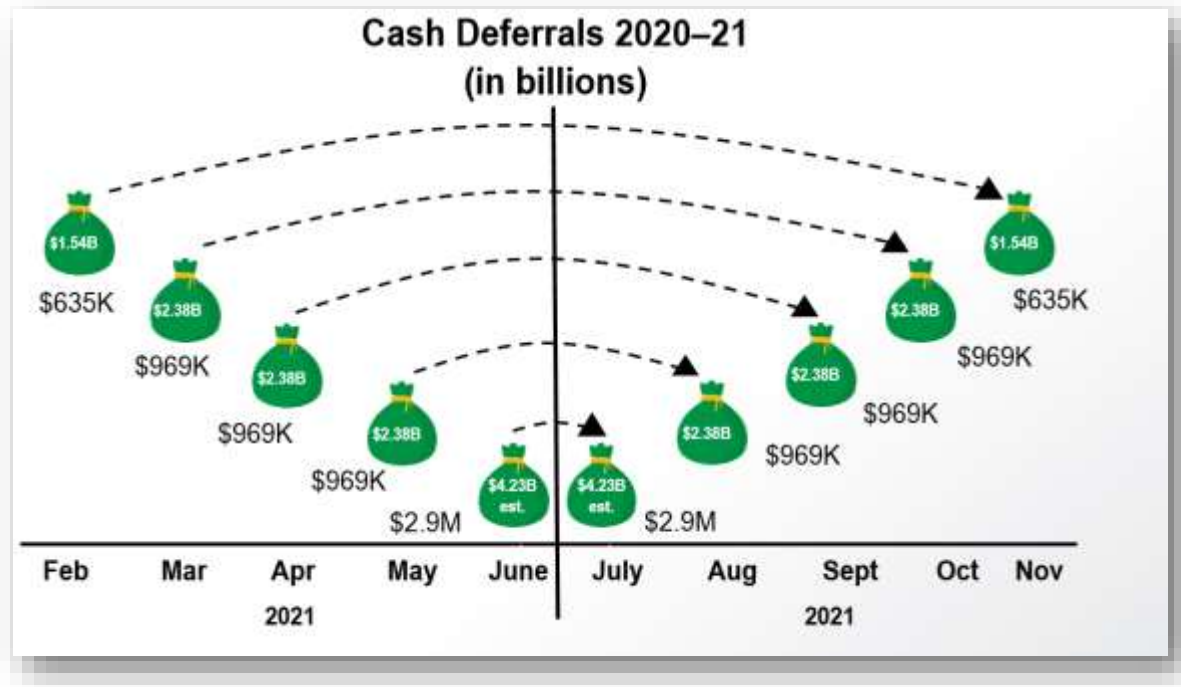
PCHS Cash Deferral Schedule 2020-2021

monthly apportionment: 1,468,943.00

Month Deferred	Amount Deferred	LCFF rcvd	% defer
Feb 21	\$ 635,938	833,005	45%
Mar 21	\$ 969,140	499,803	70%
Apr 21	\$ 969,140	499,803	70%
May 21	\$ 969,140	499,803	70%
June 21	\$ 2,900,414	-	100%
total to defer 20/21	\$ 6,443,772		

Deferral Receipt Schedule

Month Received	Amount Received	Deferral Month:
July 2021	\$ (2,900,414)	June 2021
August 2021	\$ (969,140)	May 2021
Sept 2021	\$ (969,140)	April 2021
Oct 2021	\$ (969,140)	Mar 2021
Nov 2021	\$ (635,938)	Feb 2021
total paid in FY 21/22	\$ (6,443,772)	



Palisades Charter High School -2020/2021 Consulting Services

	Budgeted	Comments
Row Labels	2020-2021	
Child Nutrition:School Program		
CHARTWELLS DINING SERVICE	\$ 293,598	F/Yr Food service management (Less 8.1%)
DEPARTMENT OF PUBLIC HEALTH	\$ 400	Health inspections
Child Nutrition:School Program Total	\$ 293,998	
Civic Center Permit		
APPLEONE EMPLOYMENT SERVICES	\$ -	
BEAUTY TREE SERVICE & MAINTENANCE INC		Landscaping, athletic fields ??
HETHERINGTON FIELD PAINTING		Lacrosse lines - Don ??
JOFFE EMERGENCY SERVICES		
RICHARD MONTZ	\$ -	
UNISERVE FACILITIES SVCS CORP.	\$ 50,000	
WORLD-1 SECURITY SPECIALISTS	\$ -	
Civic Center Permit Total	\$ 50,000	
COVID-19		
ERIC ARCOS	\$ 2,500	
UNISERVE FACILITIES SVCS CORP.	\$ 20,000	Assumes Permit Activity for Full Year
COVID-19 Total	\$ 22,500	
Ed Foundation		
CA CONSULTING		
HELLO PROGRAM		
LEARNINGTECH.ORG		E-rate project, one time expense
MALLORY RAWSON		Fundraising Promo Videos
Ed Foundation Total	\$ -	
IASA: Title I Part A		
PARENT ENGAGEMENT ACADEMY		Suspending?-Monica
IASA: Title I Part A Total	\$ -	
IDEA Special Education		
LAUSD SPED IDEA	\$ 123,531	20.5% of IDEA Revenue, at \$602,592
IDEA Special Education Total	\$ 123,531	
LCAP Expenses		
CHARLES WHITE		
CIRCLE WAYS	\$ 2,500	Peer Consulting maintenance
CORE INNOVATE, INC.		
DAMALI NAJUMA SMITH		
DAVID TOKOFSKY CONSULTING		
DUDE SOLUTIONS		
INTEGRITY ENVIRONMENTAL CONSULTANTS INC		
ISM INC		
JOFFE EMERGENCY SERVICES	\$ 210,643	Year 2 of Joffe Contract - Don to confirm
KIANA TOWNSEND-WHITE		
LASHON DURHAM		
LAUSD SCHOOL POLICE	\$ 123,000	
PALISADES-MALIBU YMCA	\$ -	Hired Employee
SEAN BROWN		
SILVER LINING CAPITAL MGMT		
SMALL AXE GROUP LLC		
THE PERFECT EVENT INC	\$ 1,500	Graduation Security
TRUSTED TRANSLATIONS, INC		
VISTA DEL MAR		
WORLD-1 SECURITY SPECIALISTS		See Joffee
LCAP Expenses Total	\$ 337,643	ADD Beauty Tree/ADP (Show memo amts from 19/20)
Special Education		

Palisades Charter High School -2020/2021 Consulting Services

	Budgeted	Comments
Row Labels	2020-2021	
ADMINISTRATIVE SERV. CO-OP		
AUDITORY PROCESSING CENTER OF PASADENA	\$ -	Mary B Discussion
BEACH CITIES LEARNING CENTER	\$ 40,000	NPS-1 2020/21
BEHAVIOR THERAPY CLINIC	\$ -	No more service (replaced w/Verdugo)
DAVID TOKOFSKY CONSULTING		
DIRECTED		18/19 Consulting need only
EDLOGICAL GROUP CORP	\$ 60,000	Poss. Use of Employee Certified
JOHN H. HESS		One Time review:Non-recurring
LAUSD MENTAL HEALTH	\$ 100,000	
LAUSD SPED AB602	\$ 364,430	19.1% of AB602 Revenue, at \$1,908,009
LRP PUBLICATION		
MAYA BORNA INC	\$ -	Not recurring
NGUYEN FAMILY VISION CARE OPTOMETRY CORPORATION	\$ 4,000	New Service
S.T.A.R ACADEMY	\$ 3,000	
SPEECH, LANGUAGE AND EDUCATIONAL	\$ 66,600	Shift from Borna/Similar levels
SUMMIT VIEW WESTSIDE SCHOOL	\$ 120,000	NPS-3 2020/21
TEACHERS ON RESERVE, LLC		
TOTAL EDUCATION SOLUTIONS	\$ 7,500	Student Returning 20/21
VERDUGO HILLS AUTISM PROJECT	\$ 225,000	
VISTA DEL MAR		
VISTA SCHOOL	\$ 26,000	Replace w/ESY (LAUSD)
WESTVIEW SCHOOL OF ART AND TECHNOLOGY		Westview/Summit View
Special Education Total	\$ 1,016,530	
Student Supp & Academ Enrich		
VISTA DEL MAR	\$ -	Social Worker
Student Supp & Academ Enrich Total	\$ -	
Unrestricted Resources		
ACT	\$ 250	
ADP, INC.	\$ 38,400	Xfer From 4390 in 2020/21, YTD Spend on ADP \$35k 5/23
AKINS IT, INC.	\$ 87,396	Network Consultants
ALFRED STEVEN CUENCO		
AMERICAN DIRECT MAIL	\$ 1,500	Expense also in 5890 for Ed Fund
APPLEONE EMPLOYMENT SERVICES	\$ 25,000	Temp Services in lieu of Employees
ATKINSON, ANDELSON, LOYA, RUUD & ROMO		
ATVANTAGE		Budgeted in Educational Consulting (5850)
BEAUTY TREE SERVICE & MAINTENANCE INC	\$ 35,000	Landscaping services
BRYAN VILLALOBOS		
CHRIS HALSTED		
DAVID TOKOFSKY CONSULTING	\$ -	
DONNA J. ROSE		
EDUPLIANCE		
FERESHTEH ARIZ	\$ -	Hired 19/20, now employee
General fund from Ltry		
GREEN ECONOME	\$ -	
HARPER CONFLICT RESOLUTION LLC	\$ -	
HESS AND ASSOCIATES, INC.	\$ 4,000	STRS/PERS processing
IMPACT CANINE	\$ 500	Reimbursed by PTSA
IVER DREBEN		
JACKSON LEWIS		
JOFFE EMERGENCY SERVICES		
LAUSD CONTRACTED SERVICES	\$ 3,000	
LAUSD MAINTENANCE & OPERATIONS	\$ 5,000	
LAUSD MENTAL HEALTH	\$ 150,000	

Palisades Charter High School -2020/2021 Consulting Services

	Budgeted	Comments
Row Labels	2020-2021	
LEARNINGTECH.ORG	\$ 8,100	E-Rate consultants
LOTTEREASE, LLC	\$ 2,100	Quote received from Jeff/Tami
MIYAMOTO INTERNATIONAL		
MO'AT	\$ 400	
MXX MASTER SOUND	\$ 3,150	
NURSE FINDERS	\$ 1,519	
ORLY ISRAEL		
SCHEIB PEST SOLUTIONS INC	\$ 16,000	
TEACHERS COLLEGE COLUMBIA UNIVERSITY	\$ 4,500	
UNISERVE FACILITIES SVCS CORP.	\$ 434,866	Janitorial Services, board approved 5/19 - check unbilled maintenance tech time
Unrestricted Resources Total	\$ 820,681	
FUND 20		
THE NYHART COMPANY		
FUND 20 Total	\$ -	
Grand Total	\$ 2,664,883	
ADP INC 18/19 - \$38K (in 4390)		
BEAUTY TREE SERVICE & MAINTENANCE INC 18/19 (in 5510)		
Grand Total		

Palisades Charter High School: 2020/2021 Subscriptions Request

Row Labels	Sum of Total Expenditures	19/20 budgeted	20/21 Budgeted	20/21 Requested Revision Amount	Comments	Description of Dues/Subscriptions	Application
Child Nutrition:School Program							
IDENTIMETRICS	\$ 1,100.00	\$ 1,100.00		\$ 1,100.00		Cafeteria fingerscan	school-wide
INFINITE CAMPUS	\$ 7,113.50	\$ 7,113.50		\$ 7,113.50		Cafeteria POS	school-wide
Child Nutrition:School Program Total	\$ 8,213.50	\$ 8,213.50	\$ -	\$ 8,213.50			
Civic Center Permit							
INTUIT.COM	\$ 375.00	\$ 375.00		\$ 375.00		Pool accounting/invoicing system	pool
NEON ONE LLC	\$ 880.00	\$ 700.00		\$ 700.00		Pool payment platform	pool
SOUTHERN CALIFORNIA PUBLIC POOL OPERATORS ASSOCIATION	\$ 30.00	\$ -		\$ 30.00		Pool membership	pool
Civic Center Permit Total	\$ 1,285.00	\$ 1,075.00	\$ -	\$ 1,105.00			
COVID-19							
LOGMEIN USA, INC.	\$ 2,200.00	\$ -		\$ 2,200.00		Rescue assist program (COVID-19 related)	tech
COVID-19 Total	\$ 2,200.00	\$ -	\$ -	\$ 2,200.00			
CTE Grant							
MAKEMUSIC INC	\$ 2,360.00	\$ -		\$ 2,360.00		Finale V26 License (CTE Funded)	vapa
CTE Grant Total	\$ 2,360.00	\$ -	\$ -	\$ 2,360.00			
Ed Foundation							
DonorPerfect	\$ 4,443.37	\$ 3,600.00		\$ 4,443.37		PCHS Fund donation platform	ed fund
Foundation Center	\$ 1,499.00	\$ -		\$ 1,499.00		PCHS Fund membership	ed fund
Scholastic Upfront	\$ 247.18	\$ -		\$ 247.18		EL Literacy Program (funded by PCHS fund grant)	ed fund
Ed Foundation Total	\$ 6,189.55	\$ 3,600.00	\$ -	\$ 6,189.55			
LCAP Expenses							
ACHIEVE 3000	\$ 2,100.00	\$ 2,100.00		\$ 4,200.00	increased usage	ELL/Literacy Program	EL program
ENCOMIUM PUBLICATIONS	\$ 315.00	\$ -		\$ 315.00	Joel to write PO	ESL Subscription	EL program
Houghton Mifflin	\$ 220.00	\$ 220.00		\$ 220.00		Reading inventory annual license - SCHOLASTIC	EL program
INTERNATIONAL ACADEMY OF SCIENCE	\$ 24,000.00	\$ 10,766.00		\$ 9,333.00	add 200 licenses in total -Mary/Pali Academy (increased usage)	Acellus - Curriculum software	Pali academy
IXL LEARNING	\$ 11,812.00	\$ 11,813.00		\$ 25,313.00	3 year license	Math learning software	Math
NEWSELA	\$ 750.00	\$ 2,000.00		\$ 750.00	pending response from JV	School-wide news subscription	EL program
SWIPE K12 SCHOOL SOLUTIONS	\$ 1,199.00	\$ 1,199.00		\$ 1,199.00	currently used	Attendance office late student processing	Attendance office
LCAP Expenses Total	\$ 40,396.00	\$ 28,098.00	\$ -	\$ 41,330.00			
Special Education							
ACTIVELY LEARN INC	\$ 1,200.00			\$ 1,200.00		Content for reading/comprehension question	SpEd
FLOCABULARY - HTTPSWWW.FLOC, NY	\$ 120.00	\$ 4,170.00		\$ 120.00		Special Ed vocabulary subscription	SpEd
INTERNATIONAL ACADEMY OF SCIENCE	\$ 6,000.00	\$ 120.00		\$ 9,333.00	add 200 licenses in total	Acellus - Curriculum software	SpEd
N2Y	\$ 745.59	\$ -		\$ 745.59		Special Ed	SpEd
QUIZLET.COM HTTPSQUIZLET. CA	\$ 35.99	\$ 715.00				Online quizzes	SpEd
Special Education Total	\$ 8,101.58	\$ 5,005.00	\$ -	\$ 11,398.59			
Unrestricted Resources							
2CO.COM*MARKZWARE.COM - 888-2471614, GA	\$ 199.00			\$ 199.00			
A2 HOSTING 1873798 - HTTPSWWW.A2HO, MI	\$ 24.90	\$ -		\$ 24.90		Web hosting	school-wide

Palisades Charter High School: 2020/2021 Subscriptions Request

Row Labels	Sum of Total Expenditures	19/20 budgeted	20/21 Budgeted	20/21 Requested Revision Amount	Comments	Description of Dues/Subscriptions	Application
ACCREDITING COMMISSION FOR SCHOOLS	\$ 1,070.00	\$ 10,020.00		\$ 1,070.00		WASC	school-wide
AIRSLATE, INC	\$ 480.00	\$ 480.00		\$ 480.00		PDF Filler	school-wide
AKINS IT, INC.	\$ 42,205.41	\$ 67,541.00		\$ 42,205.41		Software licensing (network, spam, antivirus, cloud service)	Tech
Amazon Prime - Amzn.com/bill, WA	\$ 158.75	\$ 171.00		\$ 158.75		Amazon.com prime membership for school	school-wide
ASSOC. OF CA SCHOOL ADMINISTRATORS	\$ 739.20	\$ 725.00		\$ 739.20		Membership for administration association	school-wide
BLINKLEARNING.COM MADRID	\$ 51.81	\$ -		\$ 51.81		Digital texts	library
BOARD ON TRACK	\$ 10,752.50	\$ 12,991.00		\$ 10,752.50		Board meeting agenda/minutes/archive software	school-wide
BOOKLIST	\$ 169.50	\$ -		\$ 169.50		Library subscription	library
BRIGHT BYTES INC.	\$ 5,750.00	\$ 5,350.00		\$ 5,750.00		Tool to get survey on ISTE standards	school-wide
CALENDLY - HTTPSCALENDLY, GA	\$ 576.00	\$ 576.00		\$ 576.00		Scheduling/calendar software	school-wide
California Chamber of Commerce	\$ -	\$ 190.00		\$ -		Local membership	school-wide
California Charter Schools Association	\$ 15,075.00	\$ 25,000.00	\$ 15,075.00	\$ 15,075.00		Charter school association membership	school-wide
CANVA*	\$ 90.65	\$ 60.00		\$ 90.65		Infographic software	ed tech
CDW GOVERNMENT, INC.	\$ 15,851.44	\$ 34,907.00		\$ 15,851.44		Software licensing (Adobe CS, Baracuda)	Tech
CENTER FOR EDUCATION AND EMPLOYMENT LAW	\$ 159.00	\$ 374.00		\$ 159.00		Legal/safety updates	HR
Convercent, Inc.	\$ -	\$ 576.00		\$ -		Whistleblower	HR
CORECOURSEGPA.COM	\$ 450.00	\$ -		\$ 450.00		NCAA eligibility (formally in IMA)	Athletics
DESIGN SCIENCE INC.	\$ 539.68	\$ 508.00		\$ 539.68		Math type/equation software	Math
DROPBOX*Z1T6RD195JXM - DROPBOX.COM, CA	\$ 119.88	\$ -		\$ 119.88		File Management	Main office
EBSCO	\$ -	\$ 367.00		\$ -		Magazine Subscriptions	library
EDUCATIONAL NETWORKS	\$ 3,570.00	\$ 4,896.00		\$ 3,570.00		School website	Tech
Election Buddy	\$ -	\$ 599.00		\$ -		Board Election Software	school-wide
ELINK.IO - ELINK.IO, CA	\$ 144.00	\$ -		\$ 144.00		Content curation	ed tech?
FOLLETT SCHOOL SOLUTIONS INC.	\$ 1,150.46	\$ 2,301.00		\$ 1,150.46		Library	library
FRONTLINE TECHNOLOGIES GROUP LLC	\$ 4,953.56	\$ 5,190.00		\$ 4,953.56		AESOP system (time/attendance keeping for employees)	HR
GALE CENGAGE LEARNING	\$ 15,545.02	\$ 14,805.00		\$ 15,545.02		Library	library
GOLDSTAR LEARNING, INC.	\$ 2,599.20	\$ -		\$ -	per monica, no more mastery manager	Mastery Manager	ed tech
HOME CAMPUS	\$ 595.00	\$ 595.00		\$ 595.00		Athletics	Athletics
HOONUIT, LLC	\$ 1,694.47	\$ 1,645.00		\$ 1,694.47		Professional Development learning licenses	school-wide
IMPERO SOLUTIONS INC	\$ 4,726.58	\$ 6,000.00		\$ 4,726.58		Device monitoring	tech
INFINITE CAMPUS	\$ 44,994.70	\$ 44,994.70		\$ 44,994.70		SIS System	school-wide
INTERNATIONAL ACADEMY OF SCIENCE	\$ 13,297.50	\$ -	\$ 21,000.00	\$ 9,333.00	add 200 licenses in total (increased usage)	Acellus - Curriculum software (decreased from \$42k amount) - credit recovery	school-wide
JAMF SOFTWARE	\$ 8,128.00	\$ 8,200.00		\$ 8,128.00		Apple device management system	tech
JOTFORM INC. - HTTPSWWW.JOTF, CA	\$ 57.00	\$ 114.00		\$ 57.00		Online form building tool	ed tech
JSTOR	\$ 2,550.00	\$ 2,500.00		\$ 2,550.00		Library database	library
MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	\$ 1,117.98	\$ 1,800.00		\$ 1,117.98		E-Mail blast	main office
NAVIANCE, INC.	\$ 7,959.00	\$ 7,396.00		\$ 7,959.00		College readiness license	college center

Palisades Charter High School: 2020/2021 Subscriptions Request

Row Labels	Sum of Total Expenditures	19/20 budgeted	20/21 Budgeted	20/21 Requested Revision Amount	Comments	Description of Dues/Subscriptions	Application
NEXTREQUEST CO.	\$ 3,750.00	\$ 3,750.00		\$ 3,750.00		Public records tracking	Main office
OXFORD UNIVERSITY PRESS	\$ 820.00	\$ 1,235.00		\$ 820.00		Library database	library
PALISADES CHAMBER OF COMMERCE	\$ 225.00	\$ 200.00		\$ 225.00		Chamber membership	school-wide
PEAR DECK, INC	\$ 4,760.00	\$ -		\$ 4,760.00		Interactive student engagement software	ed tech
QUIZLET.COM HTTPSQUIZLET. CA	\$ 57.58	\$ -		\$ 93.57	consolidated quizlet	Online quizzes	ed tech
Raptor	\$ -	\$ 701.00		\$ -		School entrance/background check software	school-wide
Rebrandly	\$ -	\$ 190.00		\$ -		Domain hosting	school-wide
RESPONDUS	\$ 3,745.00	\$ -		\$ 3,745.00		Lockdown browser	tech
San Joaquin County Office of Education (EdJoin)	\$ -	\$ 750.00		\$ -		EdJoin/online job board	HR
SCHOODOLOGY	\$ 51,369.16	\$ 50,970.00		\$ 51,369.16		Learning Management System (LMS)	school-wide
SHOUTPOINT INC	\$ 3,450.00	\$ 3,450.00		\$ 3,450.00		Infinite campus robocall	school-wide
SOLARWINDS	\$ 1,422.00	\$ 1,380.00		\$ 1,422.00		Network monitoring	tech
STUDENTMAGS	\$ 238.24	\$ 352.00		\$ 238.24		Current events weekly	library
SurveyMonkey	\$ -	\$ 400.00		\$ -		Parent Survey	school-wide
TOUCHLINE SOFTWARE, INC.	\$ 345.00	\$ 325.00		\$ 345.00		Work experience permits	career center
TURNITIN, LLC	\$ 10,987.31	\$ 11,071.00		\$ 10,987.31		Plagiarism software	school-wide
U S GAMES	\$ 149.00	\$ 298.00		\$ 149.00		Fitness Gram	school-wide
Vengage	\$ -	\$ 587.00		\$ 460.00	increased usage	Infographics - per monica needed	ed tech
WEB*NETWORKSOLUTIONS - 888-6429675, FL	\$ 125.91	\$ 40.00		\$ 125.91		Web domain	school-wide
WWW.IORAD.COM - IORAD.COM, MA	\$ 600.00	\$ 600.00		\$ 600.00		Tutorial building	ed tech
(blank)	\$ -			\$ -			
Unrestricted Resources Total	\$ 289,589.39	\$ 337,170.70	\$ 36,075.00	\$ 283,521.68			
Grand Total	\$ 358,335.02	\$ 383,162.20	\$ 36,075.00	\$ 356,318.32			
Total recurring subscriptions/licenses							
EMS Software				\$ 166.00			permits
zoom				\$ 10,250.00			school-wide
techsmith snag it				\$ 181.00			school-wide
Screencast-o-matic				\$ 1,800.00			school-wide
WeVideo				\$ 3,750.00			school-wide
Pearson Biology				\$ 2,900.00		\$17k for 6 years (\$2900 each year)	science
Schoology Reduction				\$ (1,668.00)			
Ed Puzzle				\$ 1,500.00			school-wide
Albert IO				\$ 11,250.00	AP Programs	previously fundraised	AP Programs
Gizmos				\$ 9,855.00	math/science	math/science simulations (e-learn), per monica update	Math/Science
Delta Math				\$ 650.00	pilot	LCAP - underperforming math	Math
Kahoot Premium				\$ 5,130.00		E-learning	school-wide
StudySync				\$ 652.80	same level		school-wide
GimKit				\$ 1,000.00	pilot	E-learning (remote learning tool quiz/engagement game)	science
ClassKit				\$ 1,000.00	pilot	E-learning (teachers to put specific items as a supply kit)	science
Science 2 Go					??	Chemistry	science
Zambombazo				\$ 540.00	world language	Spanish curriculum	world languages
Garbanzo				\$ 1,341.00	world language	curriculum	world languages
Somos				\$ 3,185.00	world language	Spanish 1	world languages
conjugemos.com				\$ 90.00	world language	practice/feedback	world languages

Palisades Charter High School: 2020/2021 Subscriptions Request

Row Labels	Sum of Total Expenditures	19/20 budgeted	20/21 Budgeted	20/21 Requested Revision Amount	Comments	Description of Dues/Subscriptions	Application
classkick				\$ 500.00		student interaction	science
additional subscriptions				\$ 10,000.00		per budget finance committee	
20/21 Additions				\$ 64,072.80			
New Total, 20/21				\$ 420,391.12			

Coversheet

SMC CCAP Contract

Section: V. Academic Excellence
Item: B. SMC CCAP Contract
Purpose: Vote
Submitted by:
Related Material: CCAP-Yearly Certification- Pali- Aug 2020.pdf
SMC-Palisades Appendix 2020-2021.pdf

COLLEGE AND CAREER ACCESS PATHWAYS

YEARLY CERTIFICATION

This is a College and Career Access Pathway Partnership Agreement (CCAP) Appendix hereinafter known as “Yearly Certification” between Santa Monica College District (SMC) hereinafter known as “COLLEGE” and Santa Monica and Malibu Unified School District (SMMUSD) hereinafter known as “SCHOOL DISTRICT”.

1. The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
2. COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
3. The SCHOOL DISTRICT agrees and acknowledges that COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
4. This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
5. This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
6. This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
7. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.
8. The COLLEGE certifies that:
 - a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - b. A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
 - c. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

9. This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

10. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

REIMBURSEMENT

The COLLEGE will reimburse the SCHOOL DISTRICT at the rates below for every Dual Enrollment course taught by a SCHOOL DISTRICT employee under an Instructional Services Agreement (ISA).

\$2,000 dollars for classes that have an enrollment of 20 or fewer students.

\$2,500 dollars for classes that have an enrollment of 21 or more students.

The COLLEGE expects that the SCHOOL DISTRICT will provide the instructor under the ISA agreement with a stipend for their work.

AUTHORIZATION

The COLLEGE certifies that it meets the above requirements.

By: _____

Print Name: Dr. Jennifer Merlic

Title: Vice President of Academic Affairs

Date: _____

The SCHOOL DISTRICT certifies that it meets the above requirements.

By: _____

Print Name: Dr. Pam Magee

Title: Executive Director/Principal

Date: _____

This certification shall be in effect for the 2020-2021 fiscal year.

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

APPENDIX

PALISADES CHARTER HIGH SCHOOL 2020-2021

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as “Agreement” between Santa Monica College District (SMC) hereinafter known as “COLLEGE” and Palisades Charter High School hereinafter known as “SCHOOL DISTRICT”.

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College:	Maral Hyeler, Director Instructional Services	310-434-3551	hyeler_maral@smc.edu
School District:	Dr. Chris Lee, Assistant Principal	310-230-7224	clee@palihigh.org

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

Note: All referenced Sections from AB 288 (Education Code § 76004)

3. **CCAP AGREEMENT PROGRAM YEAR FALL 2019-SPRING 2022** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2020-2021 COLLEGE: Santa Monica College

SCHOOL DISTRICT: Palisades Charter High School

EDUCATIONAL PROGRAM: Photography

TOTAL NUMBER OF STUDENTS TO BE SERVED: 50 per semester	TOTAL PROJECTED FTES: 5.48
--------------------------------------------------------	----------------------------

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Photography	Photo 1	Fall	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Basic Photography Lab Techniques	Photo 2	Spring	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

EDUCATIONAL PROGRAM: Computer Science

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester	TOTAL PROJECTED FTES: 5.48
--------------------------------------------------------	----------------------------

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Cloud Computing	CS 79A	Fall	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Database Essentials in Amazon Web Services	CS 79B	Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Note: All referenced Sections from AB 288 (Education Code 76004)

EDUCATIONAL PROGRAM: IGETC/Transfer Preparation

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60 per semester					TOTAL PROJECTED FTES: 5.48		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Jazz Band	Music 78	Fall/Spring	TBD	TBD	Stoyanovich, Elizabeth	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Orchestra	Music 74	Fall/Spring	TBD	TBD	Stoyanovich, Elizabeth	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Fundamental of Music	Music 1	Fall	TBD	TBD	Stoyanovich, Elizabeth	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Fundamentals of Musicianship	Music 5	Spring	TBD	TBD	Stoyanovich, Elizabeth	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

4. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Photo 1	Short Course in Photography: Digital 4 th Edition	\$67.75	N/A	
Photo 2	Film Processing Handbook	\$1.25	N/A	
CS 79A	No Book Required		N/A	
CS 79B	No Book Required		N/A	

Note: All referenced Sections from AB 288 (Education Code 76004)

Music 1	Music Fundamentals 3 rd Edition	\$114.00	N/A	
Music 5	No Text Required		N/A	
Music 74	No Text Required		N/A	
Music 78	No Text Required		N/A	

5. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
Palisades Charter HS	TBD	See days above	See hours above

2020-2021 Appendix Executed on September 1, 2020.

Santa Monica College District Board Meeting

- **September 1, 2020**

School District Board Meetings:

- **August 25, 2020**

Note: All referenced Sections from AB 288 (Education Code 76004)

Coversheet

CONAPP Approval

Section: VI. Finance
Item: A. CONAPP Approval
Purpose: Vote
Submitted by:
Related Material: V.A. - CONAPP CERT_2020-2021.pdf

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 8/17/2020 6:06 PM**2020-21 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Pamela Magee
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director/Principal
Authorized Representative's Signature Date	08/17/2020

*****Warning*****

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Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 8/17/2020 6:10 PM**2020-21 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Pamela Magee
Authorized Representative's Title	Executive Director/Principal
Authorized Representative's Signature Date	07/28/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 8/17/2020 6:10 PM**2020-21 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) / District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	11/20/2019
Authorized Representative's Full Name	Monica Iannessa
Authorized Representative's Title	Director of Student Achievement

*****Warning*****

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2020-21 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/25/2020
-------------------------------------------	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Betty Soleymani
DELAC review date	02/22/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.palihigh.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes

*****Warning*****

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2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
-----------------------------------------------------------------------------------------	-----

*****Warning*****

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Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 8/17/2020 6:10 PM

2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Arturo Ambriz, Fiscal Oversight and Support Office, AAmbriz@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2020-21 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None known.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

2019-2020 Annual Oversight Report

Section: VIII. Governance
Item: A. 2019-2020 Annual Oversight Report
Purpose: FYI
Submitted by:
Related Material: 2019-2020 PALIHS 8798 Oversight Visit Report.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2019-2020 SCHOOL YEAR (REMOTE VERSION)**** FOR

PALISADES CHARTER HIGH (LOC. CODE 8798)

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

Charter School Name:		Palisades Charter High			Location Code:	8798
Current Address:		City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street		Pacific Palisades	90272	310-230-6623	310-454-6076	
Current Term of Charter:			LAUSD Board District:	LAUSD District:		
July 1, 2015 to June 30, 2020			4	West		
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:	Grades Currently Served:		Grades To Be Served Per Charter:	
3,031		3,000	9-12		9-12	
Total Number of Staff Members:	265	Certificated:	161	Classified:	104	
Charter School's Leadership Team Members:		Dr. Pam Magee, Executive Director; Don Parcell, Director of Operations; Greg Wood, Chief Business Officer; Amy Nguyen, HR Director; Monica Iannessa, AP Curriculum and Instruction; Chris Lee, AP Academic Programs and Counseling; Mary Bush, AP Student Support Services; Tami Christopher Hooker, AP Attendance; Russell Howard, AP Athletics and Discipline				
Charter School's Contact for Special Education:		N/A				
CSD Assigned Administrator:	Christine Kae		CSD Fiscal Services Manager:	Allan Villamor		
Other School/CSD Team Members:		N/A				
REMOTE Oversight Visit Date(s):		4/29/2020		Fiscal Review Date (if different):	N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		Yes, Conversion Independent Charter with Sole Occupant Agreement		LAUSD Co-Location Campus(es) (if applicable):	N/A	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	4	4	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/29/2020

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> - G1: Governance Structure and Evaluation of School Leaders – The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) as evidenced by the Bylaws (approved 11/10/2014, amended 2/16/2016), Board agendas and minutes, Committee meeting calendars, agendas and minutes, and evaluation for the Executive Director. The Board has the following committees: Academic Accountability, Budget and Finance, Charter, Elections, and Post-Retirement/Lifetime Benefits. - G2: Brown Act – The Governing Board complies with all material provisions of the Brown Act. The school posts monthly Board meeting calendar, agendas, and minutes on the school website for the following Board meetings: 8/27/2019, 10/15/2019, 11/5/2019, 12/10/2019, 1/14/2020, 2/11/2020, 3/31/2020, 4/21/2020, and 5/19/2020. Brown Act Training was provided on 6/22/2019. - G3: Due Process – The Governing Board has a highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, as evidenced by the Parent Student Handbook, Uniform Complaint Procedures and forms, Williams Complaint form, Human Resources Policy, tiered behavior and intervention program and systems, and multiple means for communicating with stakeholders. - G4: Staffing – The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the HR Policies and ESSA grid. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	
Notes:	
None	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations Evaluation of school's executive level leadership 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) COVID-19 UPDATE – Board Meetings
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure ongoing:</i>	
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>	
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

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DATE OF VISIT: 4/29/2020

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</p> <p>N/A</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/29/2020

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	4
<p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> - A1: SBAC Subgroup in ELA – In five of the school's six numerically significant subgroups (Asian, African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, White), the percentage of students who Met or Exceeded performance standards on the CAASPP (SBAC) ELA increased from 2017-2018 to 2018-2019. The performance of the Asian subgroup increased by 2.32 percentage points, from 88.00% to 90.32%. The performance of the African American subgroup increased by 8.21 percentage points, from 54.90% to 63.11%. The performance of the Socioeconomically Disadvantaged subgroup increased by 2.97 percentage points, from 63.57% to 66.54%. The performance of the Students with Disabilities subgroup increased by 0.30 percentage points, from 32.39% to 32.69%. The performance of the White subgroup increased by 6.03 percentage points, from 83.42% to 89.45%. The performance of the Latino subgroup decreased by 0.19 percentage point, from 62.77% to 62.58%. - A3: SBAC Schoolwide ELA – The schoolwide percentage of students who Met and Exceeded Standards on the 2018-2019 CAASPP (SBAC) in ELA of 80.50% is higher by 41.96 percentage points than the Resident Schools Median of 38.54%. - A4: SBAC Schoolwide Math – The schoolwide percentage of students who Met and Exceeded Standards on the 2018-2019 CAASPP (SBAC) in Math of 45.57% is higher by 28.12 percentage points than the Resident Schools Median of 17.45%. - A5: English Learner Reclassification Rate – In 2018-2019, the school's English Learner reclassification rate was 27.6%, which is higher than the Resident Schools Median of 15.6%. - A6: "At Risk" English Learners Percentage – In 2018-2019, the percentage of the school's English learner students who were considered "At Risk" in was 0.5% (2 students), which is lower than the Resident Schools Median of 2.2%. - A7: Long-Term English Learners Percentage – In 2018-2019, the percentage of the school's Long-Term English learner students was 2.9% (13 students), which is lower than the Resident Schools Median of 13.1%. - A8: Four-Year Adjusted Cohort Graduation Rate – In 2018-2019, the school's four-year adjusted cohort graduation rate of 94.9% is higher than the Resident Schools Median of 80.2%. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/29/2020Areas Noted for Further Growth and/or Improvement

- **A2: SBAC Subgroup in Math** – In four of the school’s six numerically significant subgroups (Asian, African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, White), the percentage of student who Met or Exceeded performance standards on the CAASPP (SBAC) in Math decreased from 2017-2018 to 2018-2019. The performance of the African American subgroup decreased by 8.82 percentage points, from 25.49% to 16.67%. The performance of the Latino subgroup decreased by 8.83 percentage points, from 32.12% to 23.29%. The performance of the Socioeconomically Disadvantaged subgroup decreased by 3.62 percentage points, from 30.34% to 26.72%. The performance of the Students with Disabilities subgroup decreased by 5.48 percentage points, from 15.28% to 9.80%. The performance of the Asian subgroup increased by 8.76 percentage point, from 70.27% to 79.03%. The performance of the White subgroup increased by 1.00 percentage point, from 54.64% to 55.64%. School leadership shared that in response to the decrease in Math performance the following were implemented: Reassignment of veteran teachers to upper grades and increased afterschool intervention for targeted students. For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in Math and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. CSD will continue to monitor through oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Palisades Charter High’s Reclassification Criteria:

- Assessment of language proficiency, using an objective assessment instrument
- Teacher evaluation
- Parent/Guardian opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

Palisades Charter High’s Graduation Criteria: Earn a minimum of 230 credits and meet California proficiency standards.

****NOTE: A charter school cannot receive a rating in this category greater than a 2 if the school has not met the minimum statutory renewal criteria which requires clear and convincing evidence that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (e.g. Resident Schools) as measured in indicators A3 and A4.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

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DATE OF VISIT: 4/29/2020

A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school. 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> • Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school, 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input checked="" type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019 <input type="checkbox"/> No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 4/29/2020**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 4/29/2020**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (within "Notes" section above) (B2.4) <input type="checkbox"/> Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> "At-Risk" by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)



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A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Providing supports for Long Term English Learners 2018-2019 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1)

A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Adjusted Cohort Graduation Rate (CDE) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Graduation Requirements (within "Notes" section above (B2.5)) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)



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***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP). Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates

NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. <input checked="" type="checkbox"/> No assessment of performance for this indicator.	<input type="checkbox"/> Internal academic performance and progress data and information (B2.2) <input type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.6) <input type="checkbox"/> Other: (Specify)



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CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS

Summary of School Performance

Indicators A10 – A16 reflect the school's ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

I. Academic Performance

A10: CAASPP ENGLISH LANGUAGE ARTS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Blue

Change Level: Increased

A11: CAASPP MATHEMATICS - Grades 3-5 Grades 6-8 Grade 11

Performance Level Color: Green

Change Level: Increased

A12: ENGLISH LEARNER PROGRESS

Performance Level Color: Not Applicable

Change Level: Not Applicable

A13: COLLEGE/CAREER (high schools only)

Performance Level Color: Yellow

Change Level: Declined

II. Academic Engagement

A14: CHRONIC ABSENTEEISM

Performance Level Color: Not Applicable

Change Level: Not Applicable

A15: GRADUATION RATE

Performance Level Color: Blue

Change Level: Declined

III. Conditions and Climate

A16: SUSPENSION RATE

Performance Level Color: Green

Change Level: Declined



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NOTES:

None

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):

N/A



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> - O1: School Safety and Operations: School Safety Plan and Procedures – The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. The school has evidence of a visitor policy, Pupil Suicide Prevention policy (Board adopted 5/16/2017), School Safety Plan, regularly scheduled emergency drills (Shelter in Place, Earthquake, Fire, Active Shooter), and emergency provisions. - O2: Health and Safety – The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for the following: Sole Occupant Agreement, immunization, approved hearing screenings waiver dated 1/14/2020 from CA Department of Health Care Services, three Epi-pens, 20 staff trained in use of Epi-pen, eight Automated External Defibrillators (AED), and provision of one nutritionally adequate free or reduced priced meal each day to needy students. - O5: Implementation of Key Features of Educational Program – The school has fully implemented the key features of the educational program described in the charter. Key features include The Dolphin Leadership Academy, Pali Academy, 9th Grade Pods, and Career Technical Education Program Pathway. - O7: School Climate and Student Discipline – The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. In 2018-2019, there was a decrease in the suspension rate of 0.4% from 2017-2018 of 2.6%. The following support the school’s Positive Behavior Policy: Multi-tiered Systems of Support, PCHS Wellness Policy, Alternatives to Suspension (including Restorative Saturday classes), tip/help line, peer mediation, and systematic monitoring of student behaviors through Power BI. - O10: Stakeholder Communication and Transparency – The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The following information is available on the website: LAUSD Charter School Transparency Resolution, Title IX, UCP procedures, complaint forms, Suicide Prevention Policy, LCAP, financial documents, and access to school-based mental health services. - O12: Clearances and Credentialing Compliance – The school has implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law including clearance, credentialing, and assignment requirements. The school provided evidence of four Custodian of Records. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	



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- **O4: Meeting the Needs of All Students: Subgroup Data Analysis** – The school has partially implemented the components of the charter’s instructional program designed to meet the learning needs of all students including its subgroups, and partially modifies instruction based on data analysis. As noted in the Student Academic Achievement and Educational Performance section above, in 2018-2019 CAASPP (SBAC) assessment, schoolwide and subgroups demonstrated declines in Math and the school leadership shared their plan for improvement as noted above.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



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O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) (B3A.1) <input type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

<p><i>The school has:</i></p> <ul style="list-style-type: none"> Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served Obtained WASC accreditation (high schools only) Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) Received UC/CSU approval of courses (UC Doorways) (high schools only) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<p><i>The school:</i></p> <ul style="list-style-type: none"> Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE Disaggregates and analyzes data on a regular basis to address individual student needs Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) Has appointed a designee to assist and support foster youth 		
	Rubric	Sources of Evidence



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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) – COVID-19 UPDATE – Distance Learning
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O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



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O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

Due to COVID-19, information regarding the Special Education program will be documented in the Notes section.

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • Provides special education training for staff in accordance with requirements of the Modified Consent Decree • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 		
Performance	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Student Handbook(s) (B1.10) <input type="checkbox"/> Professional development documentation (B3.4b) <input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)



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O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 4/29/2020**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9***The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:***

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020



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	<p style="text-align: center;">Rubric</p>	<p style="text-align: center;">Sources of Evidence</p>
<p>Performance</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year

**required on website

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)



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O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



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8798	2016-2017					2017-2018					2018-2019				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		9,448,229	9,877,613	10,006,165	1,247,247		8,906,165	9,406,165	6,834,021	6,833,276		0	7,331,522	6,260,265	6,260,266
Current Assets		10,482,959	10,909,113	10,846,978	10,918,915		9,546,978	10,006,165	9,103,939	8,130,406		0	8,572,866	8,760,182	7,727,829
Fixed and Other Assets		7,193,444	6,750,232	7,134,639	7,134,639		9,567,927	8,162,927	8,671,147	8,671,146		0	8,222,035	8,202,173	8,201,647
Total Assets		17,676,403	17,659,345	17,981,617	18,053,554		19,114,905	18,169,092	17,775,086	16,801,552		0	16,794,901	16,962,355	15,929,476
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,536,933	2,686,500	3,466,304	3,882,774		3,612,407	3,259,409	3,669,332	3,035,886		0	3,093,572	3,302,151	2,911,884
Other Long Term Liabilities		4,406,458	4,406,458	75,607	17,032,371		505,776	75,607	17,871,486	2,119,669		0	80,849	19,187,939	19,779,209
Unfunded OPEB Liabilities/Deferred Inflow		0	0	4,494,015	0		4,900,015	17,727,504	0	16,425,129		0	18,200,050	0	0
Total Liabilities		6,943,391	7,092,958	8,035,926	20,915,145		9,018,198	21,062,520	21,540,818	21,580,684		0	21,374,471	22,490,090	22,691,093
Net Assets		10,733,011	10,566,387	9,945,692	(2,861,591)		10,096,707	(2,893,427)	(3,765,732)	(4,779,132)		(3,340,940)	(4,579,570)	(5,527,735)	(6,761,617)
Total Revenues	30,200,450	32,046,865	31,801,669	32,203,686	33,783,224	31,991,576	33,412,496	33,718,777	33,861,853	35,206,637	35,081,037	34,902,053	34,944,744	34,822,242	37,253,417
Total Expenditures	30,197,228	31,230,382	31,151,809	32,174,522	34,503,504	31,991,576	33,261,480	33,774,408	34,765,994	37,124,178	35,077,142	34,477,261	34,745,182	35,570,845	39,284,013
Net Income / (Loss)	3,222	816,483	649,860	29,165	(720,280)	(0)	151,015	(55,630)	(904,141)	(1,917,541)	3,895	424,792	199,562	(748,603)	(2,030,596)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	3,222	816,483	649,860	29,165	(720,280)	(0)	151,015	(55,630)	(904,141)	(1,917,541)	3,895	424,792	199,562	(748,603)	(2,030,596)
Net Assets, Beginning	9,988,785	9,916,528	9,916,528	9,916,528	(2,141,311)	10,566,387	9,945,692	9,945,692	(2,861,591)	(2,861,591)	9,945,692	(3,765,732)	(3,765,732)	(3,765,732)	(4,779,132)
Adj. for restatement / Prior Yr Adj	0	0	(1)	(1)	0	0	0	(12,783,489)	0	0	0	0	(1,013,400)	(1,013,400)	48,111
Net Assets, Beginning, Adjusted	9,988,785	9,916,528	9,916,527	9,916,527	(2,141,311)	10,566,387	9,945,692	(2,837,797)	(2,861,591)	(2,861,591)	9,945,692	(3,765,732)	(4,779,132)	(4,779,132)	(4,731,021)
Net Assets, End	9,992,007	10,733,011	10,566,387	9,945,692	(2,861,591)	10,566,387	10,096,707	(2,893,427)	(3,765,732)	(4,779,132)	9,949,587	(3,340,940)	(4,579,570)	(5,527,735)	(6,761,617)

8798	Audited Financials					2019-2020				
	2015-16	2016-17	2017-18	2018-19	2019-20	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	796,722	1,247,247	6,833,276	6,260,266	0		7,995,349	8,097,029	0	0
Current Assets	9,807,957	10,918,915	8,130,406	7,727,829	0		10,524,306	10,625,986	0	0
Fixed and Other Assets	7,054,987	7,134,639	8,671,146	8,201,647	0		7,731,542	7,731,542	0	0
Total Assets	16,862,944	18,053,554	16,801,552	15,929,476	0		18,255,848	18,357,528	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	3,143,403	3,882,774	3,035,886	2,911,884	0		3,461,667	3,429,774	0	0
Other Long Term Liabilities	15,860,852	17,032,371	2,119,669	19,779,209	0		19,251,739	1,318,867	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	16,425,129	0	0		0	19,170,911	0	0
Total Liabilities	19,004,255	20,915,145	21,580,684	22,691,093	0		22,713,406	23,919,552	0	0
Net Assets	(2,141,311)	(2,861,591)	(4,779,132)	(6,761,617)	0		(4,457,558)	(5,562,024)	0	0
Total Revenues	32,422,568	33,783,224	35,206,637	37,253,417	0	35,629,624	35,700,586	35,783,323	0	0
Total Expenditures	33,027,939	34,503,504	37,124,178	39,284,013	0	34,425,874	34,630,409	34,583,730	0	0
Net Income / (Loss)	(605,371)	(720,280)	(1,917,541)	(2,030,596)	0	1,203,750	1,070,177	1,199,593	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(605,371)	(720,280)	(1,917,541)	(2,030,596)	0	1,203,750	1,070,177	1,199,593	0	0
Net Assets, Beginning	9,304,215	(2,141,311)	(2,861,591)	(4,779,132)	0	(4,579,570)	(5,527,735)	(5,527,735)	0	0
Adj. for restatement / Prior Yr Adj	(10,840,155)	0	0	48,111	0	0	0	(1,233,882)	0	0
Net Assets, Beginning, Adjusted	(1,535,940)	(2,141,311)	(2,861,591)	(4,731,021)	0	(4,579,570)	(5,527,735)	(6,761,617)	0	0
Net Assets, End	(2,141,311)	(2,861,591)	(4,779,132)	(6,761,617)	0	(3,375,820)	(4,457,558)	(5,562,024)	0	0



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You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.

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Other circumstances and information could influence the rating and are noted in this evaluation.

Palisades Charter High School's (PCHS) fiscal condition is positive and the school has had positive operational net assets for the past four years (i.e., Fiscal Years 2015-2016 through 2018-2019). According to the 2018-2019 independent audit report, the school had negative net assets of **(\$6,761,617)** and a net loss of **(\$2,030,596)** when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$9,424,466 and a net loss of **(\$795,965)**. The 2019-2020 Second Interim projects negative net assets of **(\$5,562,024)**, including the accrued OPEB obligation and related expenses, and net income of \$1,199,593 (excluding OPEB). When excluding the OPEB liability and related expenses, the school projects positive operational assets of \$10,624,059 and net income of \$1,199,593.

Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is positive (when excluding the school's actuarial OPEB liability and the related expenses).

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Second Interim)
Net Assets (Excluding OPEB Obligations)	\$10,458,598	\$10,975,320	\$10,220,431	\$9,424,466	\$10,624,059
Net Income/Loss (excluding OPEB accrued expenses)	\$1,154,383	\$516,722	(\$754,889)	(\$795,965)	\$1,199,593
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Net Income Adjustment (OPEB related)**	(\$1,231,177)	(\$1,288)	\$0	\$0	\$0
OPEB/Prior Year Adjustment(s)***	(\$1,759,754)	(\$1,237,002)	(\$1,162,652)	(\$1,234,631)	\$0
ASB Adjustment(s)*	(\$9,012)	\$0	\$0	\$0	\$0



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*For Fiscal Year 2014-2015, Associated Student Body (ASB) funds are included in the consolidated net asset amount reported above. Beginning in Fiscal Year 2015-2016, the consolidated net asset balances do not include the ASB fund balances.

**These figures represent an adjustment to the net income/ loss balance due to OPEB not captured in the previous Annual Performance-Based Oversight Visit Report.

*** According to the 2018-2019 independent audit report, as of June 30, 2019, the school's accumulated post-retirement benefit obligation is estimated at \$19,698,581. Per Financial Accounting Standards Board Accounting Standards Codification 715 (FASB ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning in Fiscal Year 2014-2015). Per the Fiscal Year 2018-2019 independent audit report, the school's accrued OPEB expense for 2018-2019 was \$1,234,631.

Palisades Charter High established and maintains a special reserve fund for postemployment benefits with Los Angeles County Office of Education (LACOE). Per the school's 2018-2019 independent audit report, as of June 30, 2019, the value of its OPEB funds on deposit with LACOE totaled approximately \$5.2M, which exceeds the estimated expected retiree payments (mainly the actual pay-as-you-go costs) over the next 7 years (i.e., FY 2020-2021 through FY 2027-2028 timeframe) of approximately \$4.5M (as per the June 30, 2018 actuarial valuation report for the retiree health program). Additionally, per the school's 2018-2019 independent audit report, the school designated approximately \$2.2M in net assets to be used to meet OPEB obligations for the school's post-retirement health plan.

Areas Noted for Further Growth and/or Improvement:

1. Lack of Supporting Documentation for Credit Card Purchase:

Based on the CSD's review of the school's credit card statements and a sample of transactions for the period spanning from October 2019 through March 2020, the CSD noted a charge on the December credit card statement that did not include supporting documentation. The credit card purchase in question was a charge for Calendly, made on 12/14/2019 in the amount of \$576.00.

Page 18 of the school's fiscal policies and procedures states that, for credit card purchases, a purchase order request form must be completed and approved by an Administrator, and original receipts and packing slips must be submitted to the finance office. The finance office will attach receipts to purchase orders and will reconcile credit card statements to purchase orders.

The school responded that they are in the process of requesting the supporting documentation from the school employee who requested this purchase.

The CSD recommends that the organization ensure adherence to its governing board-approved fiscal policies and procedures regarding school credit card purchases and maintaining supporting documentation for all purchases made.



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DATE OF VISIT: 4/29/2020**2. Check Outstanding for 90 Days or More:**

Based on the CSD's review of the school's Bank Reconciliation Reports, the CSD noted 18 checks drawn on the school's Associated Student Body (ASB) Account (Ending in X6842), that, as of December 2019, had been outstanding for 180 days or more. Details regarding these checks are summarized below.

Item #	ASB Account # Ending in	Check #	Date	Amount	Payee	# Of Days Outstanding As of 12/31/2019
1	X6842	12375	1/15/2019	\$450.00	Sage Hill High School	350
2	X6842	12437	2/4/2019	\$131.37	M. S.	330
3	X6842	12539	2/25/2019	\$35.00	K. K.	309
4	X6842	12558	2/28/2019	\$80.00	D. B.	306
5	X6842	12637	3/18/2019	\$31.63	S. S.	288
6	X6842	12639	3/18/2019	\$824.89	B. K.	288
7	X6842	12703	3/28/2019	\$14.40	T. B.	278
8	X6842	12704	3/28/2019	\$8.00	J. S.	278
9	X6842	12756	4/10/2019	\$153.77	C. C.	265
10	X6842	12770	4/11/2019	\$1,337.75	C. S.	264
11	X6842	12781	4/22/2019	\$12.00	E. D.	253
12	X6842	12825	5/1/2019	\$233.52	E. S.	244
13	X6842	12944	6/5/2019	\$385.00	R. M.	209
14	X6842	12978	6/7/2019	\$698.00	M. S.	207
15	X6842	12986	6/24/2019	\$13.60	D. S.	190
16	X6842	12994	6/24/2019	\$16.00	A. W.	190
17	X6842	12995	6/24/2019	\$16.00	J. A.	190
18	X6842	13001	6/25/2019	\$12.00	S. A. M.	189
			Total	\$4,452.93		

Page 29 of the school's fiscal policy manual indicates that, under normal conditions, the general policy for reissuing a payroll check is 10 business days. The procedures for reissuing stale dated, lost, or destroyed payroll and reimbursement checks are outlined below.



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1. Complete the Check Cancellation Request/Stop Payment form.
2. Provide original stale dated check (if lost, please indicate on the form check was lost).
3. Submit to Payroll in person.

Payroll (for Employees)/Finance Office (for Claimant)

1. Verifies documents for accuracy (1-2 days).
2. Verifies original check has not been cashed and issues cancellation (1-6 days).
3. Reissues new payment (1-2 days).
4. Distributes check to claimant via method requested.

Stop Payment Fee

If a check was re-issued due to a lost check, a stop payment will be placed. The employee (or claimant) will be assessed the current bank fee of \$30.

Distribute Replacement Check

After the replacement check has been issued, employee or claimant will be contacted for pick up. If the claimant is not employed by Palisades Charter High School, check will be mailed.”

According to the school, its bank processes checks presented for payment with issuance dates exceed 180 days and only raises concerns when checks are presented that reflect issuance dates that are more than 365 days prior.

The CSD recommends that the school adhere to its fiscal policies and procedures and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



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Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Delinquency Charges on Credit Cards:

Based on the CSD's review of the school's credit card statements for the period spanning from January 2019 through March 2019, the CSD noted credit card statements that referenced late fees and finance charges. Details regarding these statements are provided below.

Item #	Account # Ending in	Statement Closing Date	Late Fees	Finance Charges
1	X5620	10/31/2019	\$0.00	\$18.75
2	X5620	11/30/2019	\$39.00	\$12.23
3	X5620	12/31/2019	\$39.00	\$81.45
		TOTALS	\$78.00	\$112.43

According to the school, effective January 2020, the credit card account referenced above was closed. The school moved its school credit cards to a different financial institution with terms more favorable to the school. Consequently, the school anticipates no additional delinquency charges on its school credit cards in the future.

The CSD notes that there no late fees or interest charges were reflected in the school's credit card statements from January 2020 through March 2020.

The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.



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1. Reviewed independent audit report for the fiscal year ended June 30, 2019 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from August 2019 through January 2020. Selected the months of December 2019 and January 2020 for sample testing. Discrepancies were noted under Area for Further Growth and/or Improvement above.
 - a. Cathay Bank Checking Account Ending in X6940 (Operating Account)
 - b. Cathay Bank Checking Account Ending in X0440 (Transportation Account)
 - c. Cathay Bank Checking Account Ending in X6850 (Cafeteria Account)
 - d. Cathay Bank Checking Account Ending in X6842 (Associated Student Body Account)
 - e. Cathay Bank Checking Account Ending in X6869 (Drama Account)
 - f. Cathay Bank Checking Account Ending in X6877 (Permit Account)
 - g. Cathay Bank Checking Account Ending in X6885 (Fundraising Account)
 - h. Cathay Bank Checking Account Ending in X6893 (Education Fund Account)
 - i. Cathay Bank Checking Account Ending in X6923 (Pool Account)
 - j. Cathay Bank Checking Account Ending in X6931 (Payroll Account)
 - k. Cathay Bank Checking Account Ending in X6958 (Scholarship Account)
- a. Reviewed credit card statements from October 2019 through March 2020. Selected the months of December 2019 through February 2020 for sample testing. Discrepancies were noted under Area for Further Growth and/or Improvement above.
 - a. First National Bank of Omaha Credit Card Ending in X5620 (Executive Director/School Principal, account closed in December 2019)
 - b. First National Bank of Omaha Credit Card Ending in X4535 (Chief Business Officer, account closed in December 2019)
 - c. US Bank Credit Card Ending in X3039 (Executive Director/ School Principal, account opened in January 2020)
 - d. US Bank Credit Card Ending in X4868 (Chief Business Officer, account opened in January 2020)
- b. Reviewed the following 20 checks. No discrepancies were noted.
 - a. Check numbers: 13242, 13615, 13646, 20044134, 20045955, 20049484, 20058090, 20058835, 20060047, 20061891, 20068941, 20072047, 20073687, 20074332, 20076648, 20080368, 20080921, 20081438, 20081872, and 30000002
3. Per the 2018-2019 audit report, the school's cash and cash equivalents is \$6,260,266 and total expenditures equal \$39,284,013. Therefore, the school's cash reserve level is 15.94%, which exceeds the recommended 5%.
4. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
5. A Segregation of Duties (SOD) review was conducted remotely with Palisades Charter High (via videoconference). No discrepancies were noted.
6. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
7. Reviewed student body financial records from July 2019 through December 2019. No discrepancies were noted.



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8. Pursuant to AB 1871, a signed written statement that indicates that Palisades Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
9. Palisades Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
10. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
11. Governing board meeting minutes reflecting the adoption of the 2019-2020 budget were provided.
12. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
13. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
14. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
15. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of Palisades Charter High offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2019-2020 LCAP was submitted to LAUSD.
20. The most current LCAP is posted on the charter school's website.
21. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2018-2019 audited and unaudited actuals do not mirror each other. The audited actuals reflect expenditures that are \$1.2M higher than the amounts reflected in the school's unaudited actuals. The school attributed this variance primarily to accrued expenditures related to its long-term OPEB obligations.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; and 17. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871); 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

- 8. The LCAP is submitted to the appropriate agencies;
- 9. Have an audit conducted annually by an independent auditing firm; and
- 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

- 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
- 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
- 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
- 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
- 5. Current audit shows no material weaknesses, deficiencies and/or findings;
- 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
- 7. There is no apparent conflict of interest; and
- 8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school would be assessed as Unsatisfactory based on the statements below:

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP are posted on the charter school’s website; and 9. The LCAP is submitted to the appropriate agencies. <p>Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> <p>Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>