Palisades Charter High School

Board Meeting

Date and Time

Tuesday October 13, 2020 at 5:00 PM PDT

Location

Join from a PC, Mac, iPad, iPhone or Android device:
https://go.palihigh.org/BoardOfTrusteesLive
Passcode: dolphins

Or join by phone:
Dial (for higher quality, dial a number based on your current location):
US: +1 669 900 9128 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 646 558 8656 or +1 30 1 715 8592
Webinar ID: 810 5447 7434
Passcode: 89608157
International numbers available: https://palihigh-org.zoom.us/u/klLtav4PF

As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees meeting scheduled for Tuesday, October 13, 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:
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Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

C. 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 or non-agenda item. To submit your public comment, r*efer to the Dewey Dolphin email or copy/paste this link https://forms.gle/xfsnzwRJNJosyyY37.

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 for non-agenda items. Comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. 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).

D. Approve Minutes

Approve minutes for Special Board Meeting on September 29, 2020

E. Approve Minutes

Approve minutes for Board Meeting on September 22, 2020

II. Organizational Reports

A. Student Report

B. Parent Report

C. Classified Staff Report

D. Faculty Report

E. Human Resources Director (HR) Report

F. Director of Operations Report

G. Director of Development Report

H. Chief Business Officer (CBO) Report

I. Executive Director/Principal (EDP) Report

III. Board Committees (Stakeholder Board Level Committees)

A. Budget & Finance Committee Updates

B. Post Retirement/Lifetime Healthcare Benefits

IV. Academic Excellence

A. eLearning Grading Policy

B. PCHS Reopening Protocol

V. Finance

A. 2020-2021 Budget Update

B. Cash Flow & Reserves

C. PPP Update

D. Fiscal Priorities

VI. Facilities/Operations

A. Transportation Update

B. Operations Updates

VII. Governance

Governance

A. Board Member Roles and Responsibilities

B. Board of Trustees Communications/Responses

C. PCHS Recusal Policy

D. PCHS Survey Results

E. Public Hearing on Initial Proposals from PESPU to PCHS, and from PCHS to PESPU, for 2020-2021 School Year Negotiations.

F. 2020-2021 Compliance Monitoring & Certification of Board Compliance Review

VIII. Goal Progress Review

A. Review 2019-2021 Schoolwide Goals

IX. New Business / Announcements

A. Announcements / New Business

- Questions for Young, Minney, & Corr
- Date of the next Board Meeting is Tuesday, November 17, 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)

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: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on September 29, 2020

APPROVED

Palisades Charter High School

Minutes

Special Board Meeting

Date and Time
Tuesday September 29, 2020 at 5:00 PM

Location
Join from a PC, Mac, iPad, iPhone or Android device:
Please click this URL to join. https://go.palihigh.org/BoardOfTrusteesLive
Passcode: dolphins

Or join by phone:
Dial (for higher quality, dial a number based on your current location):
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Webinar ID: 897 6908 7130
Passcode: 77919257
International numbers available: https://palihigh-org.zoom.us/u/kb0NrxqKTw

As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Trustees meeting scheduled for Tuesday, September 29, 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.***

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

Trustees Absent
None

Ex Officio Members Present
Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present
Dr. Pam Magee, Juan Pablo Herrera

Guests Present
Amy Nguyen, Arleta Ilyas, Chris Lee, Dave Suarez, Isabel Gill, Jeff Roepel, Mary Bush, Monica Ianessa, Russ Howard, Steve Klima

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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 Tuesday Sep 29, 2020 at 5:36 PM.

B. Record Attendance and Guests

C. Public Comment

Public Comment at this link:
https://docs.google.com/forms/d/e/1FAIpQLSfNSRtSvqxoqmgUEFRnZfgA5-XNYATY32Cw261snb-WkTTGHA/viewform

8 Anonymous Comments and comment by Archie Galbraith read.

II. Governance

A. 2020-2021 Learning Continuity & Attendance Plan (LCP)

Juan Pablo presented. Discussion on the plan, is this a committment.
Emily Hirsch made a motion to Approve Learning Continuity and Attendance Plan with corrected typos provided by Sara Margiotta and 2 additional discussed corrections.
Jewlz Fahn seconded the motion.
Remove Rick Steil from Board on Track report (not showing up on Secretary Brooke King's end per Minutes approval 10/13/20)
The board **VOTED** to approve the motion.

Roll Call	
John Rauschuber	Aye
Sara Margiotta	Aye
James (Jim) Wells	Aye
Andrew Paris	Aye
Emily Hirsch	Aye
Brooke King	Aye
Brenda Clarke	Abstain
Adam Glazer	Aye
Leslie Woolley	Aye
Paula Anderson	Abstain

III. New Business / Announcements

A. Announcements / New Business

Board Meeting 10/13 and elearning Town Hall 10/1 at 6pm.

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 6:12 PM.

Respectfully Submitted,
Brooke King

Documents used during the meeting

• FINAL_CDE Learning Continuity_Attendance Plan 2020-21 (1).pdf

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 22, 2020

APPROVED

Palisades Charter High School

Minutes

Board Meeting

Date and Time
Tuesday September 22, 2020 at 5:00 PM

Location
Please click this URL to join:
https://go.palihigh.org/BoardOfTrusteesLive
Passcode: dolphins

Or join by phone:
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US: +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799
Webinar ID: 856 4497 8337
Passcode: 95855181

As per Executive Order N-29-20 from Governor Newsom, the Palisades Charter High School Board of Education meeting scheduled for Tuesday, September 22, 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.***

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

Trustees Absent
None

Ex Officio Members Present
Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present
Dr. Pam Magee, Juan Pablo Herrera

Guests Present
Amy Nguyen, Chris Lee, Dave Suarez, Don Parcell, Isabel Gill, Mary Bush, Mike Rawson, Monica Iannessa, Steve Klima, Tami Christopher

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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 Tuesday Sep 22, 2020 at 5:05 PM.

B. Record Attendance and Guests

Leslie Woolley made a motion to Public comment for 35 minutes beginning of meeting and all other public comment moving to end of meeting.
Adam Glazer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Brenda Clarke	Abstain
Emily Hirsch	Aye
Sara Margiotta	Aye

Roll Call

Andrew Paris	No
Adam Glazer	Aye
James (Jim) Wells	Aye
Paula Anderson	No
Brooke King	Aye
Jewlz Fahn	Aye
Leslie Woolley	Aye

C. Public Comment

Public Comment by:
1 comment, Sarah Crompton, Blaine Gorelik, Jamie Agius, Ian Miller, Steve Klima, Dave Suarez, Anonymous, Anonymous, Anonymous, Anonymous, Karen Newbill, Fabian Aguilar, David Schalek, David Carini, Amir Osterweil, Kevin Kung, Patricia Kuper, Shirin Ramzi, Laura Bacharach, Stephen Berger, Michael Mashbaum, Beth Abrams

10:15pm-Celeste Fraley, Maggie Nance, Mary Cappelli, Julie Benke

D. Approve Minutes

Paula Anderson made a motion to approve the minutes from Annual Board Retreat on 09-12-20.
Sara Margiotta seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Approve Minutes

Paula Anderson made a motion to approve the minutes from Board Meeting on 08-25-20.
Leslie Woolley seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

James (Jim) Wells	Aye
Adam Glazer	Aye
Andrew Paris	Aye

Roll Call

Brenda Clarke	Abstain
Brooke King	Aye
Paula Anderson	Aye
Emily Hirsch	Aye
Jewlz Fahn	Aye
Leslie Woolley	Aye
Sara Margiotta	Aye

II. Organizational Reports

A. Student Report

Izzy read public comment by ASB President. Expectations are negatively impacting student body. Read survey regarding hybrid and non-hybrid model, information gathering phase.

B. Parent Report

Jewlz mentioned hearing about MOU. Sara M mentioned she is hearing that as well and attendance is an issue. Jim wonders if instructional time is enough.

C. Classified Staff Report

Acknowledged Classified Retirees: TC Sprowel, Kimmie Thomas, Delia Morales

D. Faculty Report

Paula read report.

E. Human Resources Director (HR) Report

3 Classified Retirees. Report later during meeting.

F. Director of Operations Report

Stands as submitted.

G. Director of Development Report

Stands as submitted. Update: $36,000 donations.

H. Chief Business Officer (CBO) Report

Stands as submitted. Update: Cash deferrals are very concerning and increased.

I. Executive Director/Principal (EDP) Report

Stands as submitted. Highlighting Academic Administrators. ASB shout out-panel for students. Jeff Roepel holding the school all together. Emphasis on change.

III. Board Committees (Stakeholder Board Level Committees)

A. Budget & Finance Committee Updates

Hybrid cost discussion. Items for approval.

B. Election Committee Updates

Approve John Rauschuber as Student Elected Faculty Rep.

Brooke King elected Chair
Paula Anderson Elected Secretary
of Election Committee Meeting
Brooke King made a motion to Approve John Rauschuber as Student Elected Faculty Rep.
Paula Anderson seconded the motion.
The board **VOTED** to approve the motion.

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

John read a statement.

C. Post Retirement/Lifetime Healthcare Benefits

Sara M talked about actuarial, finalizing company. Meeting Friday 9/22/20.

IV. Academic Excellence

A. College Center Presentation

Karen Ellis read presentation. College Center is receiving email concerns regarding letters of recommendation. Working it out.

B. eLearning Town Hall Meeting

Pam Magee, Chris Lee, Tami Christopher spoke on Attendance. Monica reviewed grades so far. Mary Bush mentioned increase in student mental health issues right now. Izzy requested website be updated with list of mental health resources, amplified student

concerns. Chris Lee mentioned 10/8 progress report. Conversation will continue at upcoming elearning Town Hall.

C. Proposed Modification to Pali eLearning Program (100% Distance Learning) FALL 2020

Discussion
James (Jim) Wells made a motion to Approve the Modification to Pali eLearning Program (100% Distance Learning) FALL 2020.
Adam Glazer seconded the motion.
John R recused himself and asked for legal arguments for the sake of the students/ASB going forward re SB 126
The board **VOTED** to approve the motion.

Roll Call

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

V. Finance

A. 2019-2020 Unaudited Actuals

Presentation was made. (Arleta, Juan Pablo)

B. 2020-2021 Budget Update

Discussion on cash reserves, liabilities, and cash flow. (Juan Pablo H.)

C. 2020-2021 EPA Budget

Part of LCFF. EPA funds have been reduced. May be used to pay for Charter oversight, classroom instruction and salaries/budget.
Sara Margiotta made a motion to Approve the EPA Budget as recommended by the Budget and Finance Committee.
Adam Glazer seconded the motion.
All interested members recused.
The board **VOTED** to approve the motion.

Roll Call

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

VI. Facilities/Operations

A. Transportation Update

As submitted in report.

B. Operations Updates

As submitted in report.

C. Annual School Emergency Operations Plan Adoption

Major change for this year-adding pandemic/infectious disease information, tweaks on reunification plan and contact information.
Brooke King made a motion to Approve School Operations Plan.
Paula Anderson seconded the motion.
John R voted yes
The board **VOTED** to approve the motion.

Roll Call

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

VII. Governance

A. Board Retreat Recap

Board Retreat recap by Leslie. Mentioned Wayne and Jerry's talk on recusal and abstaining. Mentioned letter to the FPPC. Pam Magee and Chair Leslie Woolley compiling questions.

B. Tentative Agreement for UTLA Multi-Year Contract

Emily Hirsch made a motion to Approve the Agreement for UTLA Multi-Year Contract.
Adam Glazer seconded the motion.
Interested parties recuse.
The board **VOTED** to approve the motion.

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

C. Tentative Agreement for PCHS Unrepresented Employee Salary Proposal

Sara Margiotta made a motion to Approve the Agreement for PCHS Unrepresented Employee Salary Proposal.
Adam Glazer seconded the motion.
All interested parties recused.
The board **VOTED** to approve the motion.

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

D. Board Resolution for English Learners Authorization Waiver

Emily Hirsch made a motion to Approve Board Resolution for English Learners Authorization Waiver.
Andrew Paris seconded the motion.

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

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

VIII. New Business / Announcements

A. Announcements / New Business

Retreat Part 2 coming up. Learning Continuity Report will require Special Board Meeting.

B. Announce items for closed session, if any.

IX. Closing Items

A. Adjourn Meeting

Brooke King said hearing stakeholder voices so important, intention for public comment easily accessible, there are issues w/Q&A/nature of Zoom will work w/tech to streamline. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:21 PM.

Respectfully Submitted,
Brooke King

Documents used during the meeting

- Faculty Board Report 9_22_20.pdf
- HR Board Report September 22 2020.pdf
- PCHS Board Report for Operations for 2020-09-22 Board Meeting.pdf
- Development Board Report 9_22_20.pdf
- CBO Board Report 9_22_20.pdf
- III.H - Credit Card August 2020.pdf
- EDPbdrpt9.22.20.pdf
- FinalPCHS Friday Schedule.pdf

- PCHS School Profile 2020-2021 - Final.pdf
- 2020 College Statistical Data - Final.pdf
- eLearning Policy Revisions 9_22_2020.pdf
- V.A - 2019-2020 Unaudited Actuals Presentation.pdf
- V.A - PCHS SACS 19-20 Unaudited.pdf
- V.A - Unaudited Actuals Worksheet 19-20.pdf
- 'EPA Funding Overview.pdf
- V.C - EPA Budget - 2020-2021.pdf
- School Emergency Operations Plan for 2020-21.pdf
- Palisades COI - Governance Workshop.ppt
- UTLA Tentative Agreement (Final) Fully Executed 9.10.2020.pdf
- Unrepresented and Management Staff Compensation and Salary Equivalency Proposal 9.22.2020.pdf
- RESOLUTION OF THE BOARD Waiver 9.22.2020.pdf

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Board Report for Faculty 10_13_20 .pdf

PALISADES CHARTER HIGH SCHOOL

Faculty Report
Board of Trustees Meeting
October 13, 2020

Heading: Teacher Agreement

- The .75% bonus pay for 2020-2021 teachers were told TBD, but given no date
- When can the bonus be paid?
- How do teachers get reimbursed for the 12 PD hours? It is still not clear.
- There are still concerns about the hybrid model and when to expect a tentative plan, as well as what options teachers will have in returning (virtual vs in person)
- Teachers are asking about reimbursements for supplies that are used at home. The $300 per teacher approved at the budget meeting and by the board for that purpose under the learning loss mitigation funds got changed to a very few restricted items and many teachers were denied what they needed.
- Teachers are trying to be more sensitive to the needs the students including mental health problems, digital divide, work load, diverse learning styles, and parent concerns. Teachers are working individually and in their PLCs to address these issues.

Heading: Electric Cars

- Thanks go to Don Parcell who gave us several options and as a result of our discussions three of the teachers now have keys to the stadium lot where we can charge our cars.
- Dawn Pellerin, Celeste Fraley, and Paula Anderson have the keys and can coordinate with other electric car owners to arrange charging days and times. We will be following Don's guidelines and the school's campus access hours.

Heading: Compliance Issues

- The faculty board members are again requesting the list of questions being sent to our attorneys and the state compliance department addressing roles, responsibilities, and governance of the Board of Trustees and its committees to review prior to submitting the questions.
- Clarification of the committee members, and who is responsible for setting up the meetings and the meeting agendas.
- What is the status of the results of the survey that was conducted that were supposed to be presented in the spring?

Heading: Lifetime Benefits

- How much is currently in the account?

- What is the future investment strategy?
- Have funds been borrowed from this account to cover other expenses? If so how much and when will it be repaid?
- Are there plans to borrow money from this fund? If so for what purpose? What would be the approval process to do this?

Heading: PPP Loan

- What is the status of the loan?
    - Clarification of the actual amount
    - Has the school received the funds?
    - What specifically can those funds be used for?

- Will funds need to be repaid?
    - If so, when?

Heading: Cash Reserves

- What cash reserves does the school have?
- Will there be a monthly accounting of the reserves?

Heading: UTLA-PCHS

- UTLA representatives will provide further teacher input as gathered by them

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: Board Report for HR_10_13_2020.pdf

Human Resources Board Report

October 13th, 2020

New Hires/Temporary/Contractor:

Name	Classification/Position	Funding	Effective Date
Olmos, Syndia	Counselor (FMLA leave coverage)	General	September 29, 2020

Negotiations:

PESPU. - Public Hearing on Initial Proposals from PESPU to PCHS, and from PCHS to PESPU, for 2020-2021 School Year Negotiations. PCHS is beginning negotiations with the PESPU union. Both the PCHS administration and the PESPU union outline of topics to be discussed are attached in the sunshine documents.

Benefits:

Lifetime Health Benefits Health & Welfare committee met and began discussions for plan options going forward. The next meeting will be on Friday, October 23th, 2020 to answer additional questions. In addition, Monique Lee-Parks took part in several webinars including COVID testing options from SISC.

Staffing:

We continue to look towards Spring semester and are beginning to recruit to fill faculty positions during possible leaves anticipated in the event of hybrid learning. Interviews for the Technical Stagecraft position will continue this week and the IT Tech I position is in the recruiting stage.

Unrepresented, At-Will positions:

At the September Board meeting there was a question of which employees were included in the unrepresented and at-will positions. I am providing the following list to respond. We currently have multiple positions that are not represented by any union. The positions include: Lifeguards; RN Nurse; College Advisors; Director of the College Center; HR Specialist; Permit Liaison; Campus Unification Director; Director of Development; Aquatics Director; Athletics Director; Finance Manager; Facilities and Maintenance Supervisor; Human Resources Director; Director of Operations; Director of Student Support Services; Director of Admissions and Attendance; Director of Discipline, Activities, Athletics, and Security; Director of Guidance and Counseling; Director of Academic Achievement; IT Director; IC Database Manager; Executive Assistant; Communications Assistant; Executive Director/Principal and Chief Business Officer.

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Board Report for Operations for 2020-10-13 Board Meeting.pdf

PALISADES CHARTER HIGH SCHOOL

Board of Trustees Meeting
Operations Report
October 13, 2020

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.

- While a few riders have recently Opted-Out of the PCHS School Bus Program, there are still 426 Registered Riders. However, the number of families that have paid some of their down payment is only 322 (237 paid in full and 85 paid partial). In order to maintain the Bus Program Routes/Buses & Stops as currently designed/mapped-out, we will need 80+ more students/families to pay their down payment by the eventual deadline.

- 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 are 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.

Security/Safety – Coronavirus Related in Some Manner:

Cleaning/Safety:

- PCHS continues to promote and follow LA County Department of Public Health (LACDPH) guidelines for Social Distancing, Mask Wearing, Hand-Washing pre-campus-access Health Checks for COVID related Symptoms and Temperature, and others required protocols.

- Janitorial personnel are on-campus now 6-Days a week (Mon thru Sat) to clean/disinfect the regularly used areas of campus, and are scheduled this way until Hybrid Mode starts when additional Janitorial Staff will be added. 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.

PALISADES CHARTER HIGH SCHOOL

Security/Safety – Coronavirus Related in Some Manner (Continued):

Cleaning/Safety (Continued):

- Additional PPE/Supplies have been ordered and received to aid PCHS in both the extra cleaning/disinfecting and daily consumables during 100% Remote eLearning and Hybrid time-periods. Thing like, but not limited to: Masks, Face Shields, Protective Gloves, Gowns, Self-Pump Hand-Sanitizer, Dispenser Delivered Hand-Sanitizer, Disinfecting Wipes, Disinfecting Sprays, Additional TP, Paper Towels, Hand-Washing Soap, etc.

- Planning for eventual/TBD 2020-21 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 & Equipment for Disinfecting
  - Additional PPE for both PCHS Personnel and Students/Visitors

Security/Safety:

- PCHS Campus Aids security coverage remains as has been since the summer. Campus accessibility remains as has been for Faculty/Staff 7-Days/Week: Mon-Fri 6:00am-7:00pm and on Weekends 7:30am-4:00pm, Closed Holidays.

- 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 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. All PCHS Personnel and Visitors are welcome, as long as they have an essential activity reason to be on campus.

- All non-essential facilities are closed, locked and not available for use. However, the MGAC/Pool is scheduled to a soft re-opening as of Thu 10/15/2020. All other facilities remain closed at this time as per LAUSD requirement.

- 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

Information Technology:

- Due to State/County regulations because of the Pandemic, PCHS has operated this past summer and for the start of this 2020-21 school year in 100% Remote/Distance/Online eLearning mode. The Technology Team has been working relentlessly with all PCHS Departments and multiple vendors to provide additional support and services to all Students/Families and PCHS Faculty/Staff. This work has included the procurement, configuration, and integration of various software, devices, and misc. equipment to support remote learning. A large portion of this work involves direct student outreach and support. In addition, the team has been spending significant time in 1:1 training and walkthroughs with students, faculty, and staff.

- IT is continuing work on budget-approved purchases/projects. Student Devices (1,500) and Faculty/Staff Laptop (84) have been ordered, along with other ancillary 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. A modest portion of the first round of laptops were just received and are being prepared/configured now for distribution. Appointments are being setup with staff to receive their new laptops.

- The Tech Team is also working hard on fulfilling the results of the Learning Loss Mitigation (LLM) funded Faculty Tech for Home Use Survey to assist Faculty by providing extra Tech Devices for use from home (Printers, Monitors, Document Cameras, Drawing Tablets, etc.). All items have been ordered and are either arrived, distributed, or on back-order. As of 10/9, 91 items have been ordered with 57 received. Of these 57, 25 have been distributed to faculty while the other 32 items are still waiting to be picked up (all personnel have been previously notified re the remaining 32 items).

- Working with the California State Library and the PCHS Librarian, the IT Team is setting up access to multiple databases and resources from the K-12 Online Resources project, an initiative funded through the State to provide digital resource access to students.

- Training and support for the Attendance Office eVerification Rosters process is has been occurring. Reports developed by David Moo will be sent by the Attendance Office to faculty to digitally sign as part of a new State mandate for remote attendance verification.

- Procurement and setup of WeVideo for students and faculty is complete. IT is working with the Tech Coaches to devise a rollout and training plan for the new software.

- IT is working with multiple vendors in support of expanding A/V resources and security cameras on campus.

PALISADES CHARTER HIGH SCHOOL

Information Technology - Continued:

- IT continues to work with the Deans and other stakeholders on Student Code of Conduct and Responsible Use Policy violations that may lead to disruption of the eLearning classroom.

- Efforts to support and host large group and stakeholder meetings continue as needed. Aside from Board of Trustees meetings, this month the very successful eLearning Town Hall and Public Hearing for the 2020 Learning Continuity Plan were held.

- The support of CPRA submissions continue to require a significant amount of IT time, taking away vital availability from faculty/staff and student/family support.

- Additional budget-approved leasing for back-end support of a new server, replaced data storage system, backup appliance, etc. is being planned for acquisition and installation sometime late this semester.

- 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. We are now simply awaiting receipt of equipment for installation, much of which has been on significant back-order due to COVID-19 related supply issues.

- 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

- Planning for eRate fiscal year 2021-2022 has begun. PCHS expects to bid the Internet contract, which expires in April 2022, through the eRate process.

- From Don – The Technology Team continues to do a tremendous job in supporting Students/Families, Faculty/Staff, Administrators and PCHS Board and Committees.

PALISADES CHARTER HIGH SCHOOL

MGAC/Pool:

- MGAC/Pool remains closed for the time being, but has been given approval to reopen and is planning to do so on Thu 10/15 for Lap Swim only for Community Members and Permit Groups only (No PCHS Athletic Teams).
    - Updated LA County Department of Public Health (LACDPH) Guidance for Public Pools incorporated into Reopening Plan
    - Lifeguards Hiring completed and training underway
    - PPE, Supplies and Signage all procured and in-place
    - Back-end membership reservation system developed, undergoing final testing, and will be ready for reopening
    - No contact health and temperature check-in protocols in place

- MGAC/Pool Fiscal Status – Due to Pandemic closure there are no revenue to report
- Heater/Boiler breakdown, leading to new heater needed, insurance claim approved for $11,700
- SoCal Energy-Efficiency Rebate For Business Application (heater) approved for $5,500

- Maintenance Repairs/Replacements Projects completed:
    - New Large Pool Heater installed
    - Painted exterior buildings and gates
    - Starting blocks refurbished and installed (and look great!)
    - New Lane Lines received and installed
    - Underwater plaster repair
    - Mechanical Bldg Thresholds Replaced/Room Perimeters Epoxy Coated
    - Service of Surge Pit and Mechanical Relays
    - Replaced 3 underwater pool LED lights
    - New Chlorine Tank replacement assessment 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)

- Online ARC courses (Lifeguarding and FA/CPR) implemented-skill sessions will resume when pool re-opens for full scale/scope use when Students return
- 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

PALISADES CHARTER HIGH SCHOOL

Permits & Setups:

- **Permit Revenue for September 2020 is ~$8,950.00:**
  - ~$500.00 from Facility Rentals (parking for Bay City Trees on Top Tier of Main Campus Lot)
  - ~$450.00 from Banner Rentals
  - ~$8,000.00 from Filming (BlueOx Films, LLC)

- With all facilities shutdown due to the Pandemic and LAUSD Directives, Permits Revenues remains very low.

- **Potential Filming Coming Up:**
  - Filming inquiries continue to be fairly steady. Averaging 1-2 shoots per month.
  - Converse Basketball Commercial took place in September, small crew of 15. Only used the large gym as a location.
  - Nike Commercial (3 day shoot, end of October)
  - Potential Feature Film (Late October)
  - Potential Independent Feature Film (aiming for November)
  - Still pursuing “Saved by the Bell” remake. Waiting on location manager for next steps.

- Increasing volume of requests from outside groups about renting facilities to hold events.

- Banner demand is remaining stagnant with school being mostly virtual. This is the time that we typically promote our local elementary schools and their events, but that is not happening this year.

- September 2020 Virtual Events Assisted:
  - Back to School, Spirit Week – Early September
  - ASB Club Meetings – September 8-15
  - BoT and B&FC Meetings
  - LTSP – September 18
  - Election Committee Meeting – September 21
  - PTSA & Boosters Meetings
  - PCHS Town Hall – October 1

PALISADES CHARTER HIGH SCHOOL

Facilities/Projects:

- **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 Deep Cleaning and Floor Waxing for the majority of campus locations. A few remaining locations exist that have been delayed due to Facilities work in those areas or availability of the spaces (occupied by people working on campus regularly)
    - Continued disinfecting of high touch areas include but not limited to things such as door knobs/handles, light switches, desks, tables, chairs, keyboards/mouse, counters, benches, water fountains push button, elevator, etc. rails with Clorox bleach germicidal wipes in addition to general daily cleaning.
    - Disinfecting/Cleaning of rooms being used by teachers working from their respective rooms to which teachers know to leave a Yellow X posted to exterior doorknob to let custodial know they were present for day.
    - Student/Faculty Restrooms - Deep cleaned and floors machine scrubbed/washed. Disinfecting continues on a daily basis.
  - **Plexi-Glass Shields:**
    - **Counter Shields** – Purchased/Installed 18 44" x 33" countertop plexi-glass barriers for Offices including 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.
    - **Floor/Standing Shields** – PCHS built/installed floor standing dividers in same locations as the countertop versions listed above to keep people side-to-side also protected. This will help to minimize in-person exposure if multiple people are at a given Office counter simultaneously.
  - **Additional Signage Installed** – COVID-19 related Inserts in English & Spanish promoting social distancing, hand washing, etc. placed near the main lot entrance walkway to Admin Bldg. along Gilbert Lawn and walkway up to Flagpole side entrance of Admin Bldg. These inserts are similar but differ from the inserts placed at original 4 locations throughout campus. Smaller legal size and poster size posted to Bldg. exterior bulletin boards.
  - **PPE**: Took inventory of current stock and pre-determined future order needs based on current mode consumption vs estimated Hybrid mode consumption vs estimated full capacity consumption so that we can strategically place orders avoiding possible items pending on back order.
  - **Supplies Purchasing Continues for**: Self-Pump Hand-Sanitizer, Common Area Wall-Mount Hand-Sanitizer, Extra Soap & Paper towels for Hand-Washing, Portable Hand-Washing Stations on order for when students return to campus, Clorox Wipes, Disinfecting Spray, etc.

PALISADES CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
  - **E-MIST EM360 System (Electrostatic Disinfecting) Training Completed. –** Vendor Hillyard Rep. Steve Hunter came on site to provide training using system to maximize efficiency of disinfecting various surfaces/areas. Attendees included Operations and custodial staff.
  - **RYOBI ONE + -** Purchased (3) additional Non-Electrostatic Sprayers from Pro Institutional to supplement the EM360 System. The RYOBI units enable more efficient application of the 4minute Anti-COVID Spray.
  - **Common Area Hand-Sanitizer Dispensers Installed -** Additional common campus area Hand Sanitizer Dispensers received and installed throughout campus. Additional being order.
  - **HVAC** - Bldgs. & A/C air filters replaced/upgraded with MERV13 air filters, upgraded from the traditional MERV8 filters pre-pandemic, and our spring 2020 MERV10 filters to further combat COVID-19
  - **HVAC –** Faulty thermostats replaced for Principals Office, F106 and Finance Office. Others pending further determinations based on pending investigations of overall HVACC system.
  - **Pali Academy IPM -** Reinforced (7) grates behind main bldg. Using ¼ "Mesh over existing grate to prevent entry points for rodents.
  - **Anti–Climb Deterrents Installed** - Installed at M-Bldg. & PE Tunnel service road gates; Visiting side Stadium entrance gate and Pali Academy front entrance gate + pedestrian gate.
  - **Dual room occupancy sensors** – Newly installed in: Study Center; D200; W119 & W120 for lights to operate automatically
  - **D202 –** New Outlets installed for new computer workstations. Additional dedicated outlets installed to alleviate the need for extension cords for projector screen A/C unit identified by incoming teacher.
  - **U-Bungalows -** Sub floor repairs completed for: U107; U108; U111; U112; U115; U116; U117 and U118. Rotted plywood replaced. Re-Tiling planned for Oct.
  - **Roofing Repairs** – U-Bungalow roofing repairs continuing
  - **Annual Fire Extinguisher Testing/Servicing** - completed.
  - **Stadium Rogue light fixture –** At no cost to PCHS vendor has agreed to replace the (1) rogue stadium light fixture that had been staying on at night and not responding to system controls and trouble shooting.
  - **Annual A/C Preventative Maintenance (PM)** - needed repairs and/or replacements identified and being prioritize by tiers based on urgency.
  - **Tech Dept.** – Golf cart batteries replaced and cart now operable again. Athletic Dept. and Operations Carts taken to shop for needed repairs.
  - **Cafeteria:**
    - Walk-In Fridge Condenser coil unit replaced. Pizza Freezer blown motor/blower system replaced. All units properly functioning as of this report.
    - PCHS should continue accrue/save for major repairs in the 1-3 year timeframe as major Cafeteria Walk-In Fridge components start to reach their useful life.

PALISADES CHARTER HIGH SCHOOL

Facilities/Projects (Continued):

- **Ongoing Day-to-Day Operations/Facilities Support via facilitieshelp@palihigh.org that included but is not limited to the following:**
    - **Faculty Quench Drinking Stations** – Annual filter replacement and Preventative Maintenance completed for the seven Station locations as follows: Main Office Kitchen, Nurse Office, AA Office, Teachers' Lounge, J110, MGAC and Pali Academy Main Office.
    - **Landscaping** – (2) Irrigation sprinkler repairs addressed at corner planter of Faculty lot exit and planter between F&G Buildings.
    - **Stadium Exterior Outlet broken weather covers** – Replaced broken covers upper home side walk way as well as outlet on track near Irrigation timer.
    - **Teacher Survey Responses/Requests -** Continue work and completion of requested items
    - **Painting -** Faculty Lot entrance swing gates + side posts completed as well as eating bench near library and elevator.
    - **Set Ups -** Assistance with College Center collections for Seniors and Library Books Exchanges
    - **MGAC –** Installed newly painted Diving top blocks. Continued Assistance to MGAC Director Brooke King with MGAC Maintenance in place of Lifeguards.
    - **Safety**: Secured all Secure-the-Door clips onto doors to better secure ropes for Secure-the-Door Kits in following areas: Gyms, Mercer Hall, A-Bldg. and Gilbert Hall.
    - **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

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
- **Furniture** - Purchases approved by B&FC have been ordered – Classroom Whiteboard replacements & Teacher Chairs of critical need.
- **Donor Brick Program –** Installation on Round 2 of Donor Bricks completed.
- **Floor Standing Interaction Guards** – Pending for: Cafeteria Serving & Cashier Stations; and PA Main Office
- **Pests**: Remediate Gilbert Hall and U-Bungalows for termites.
- **Annual Cafeteria Grease Trap PM**
- **Roofing Repair/Patching** – U117/U118; W119/W120
- **Gilbert Hall –** Replace broken preset light fixture controller**.**
- **Broken Glass** – Replacement of broken class window for G107 and G102 and F204 broken door emergency see through glass scheduled for week of 10/12

PALISADES CHARTER HIGH SCHOOL

Facilities/Projects (Continued):
Items in-progress and expected future completion include (Continued):

- **U101–U104 Walkway** – Replacing of rotted termite infested wood to exterior walkway
- **Ice Machines –** Semi Annual Filter Replacements
- **Stadium Bleachers** – Few repairs pending. Waiting for parts to complete.
- **Anti–Climb Deterrents** – Install at Home side restrooms; Reunion gate and Football Bungalow gate @ Stadium.
- **Address A/C PM identified Repairs** identified during Annual A/C PM
- **Awaiting** special dual occupancy sensors to replace in Study Center; D200 and W121
- **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**
- **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 re-surge to cause significant impacts, this project is now slated to start somewhere in October 2020 (original projected to start June 2020), and has been revised to now be a 18-20 month project.

  At the urging of PCHS, Phase 1 has been rescheduled to do the driving/parking-lot affected areas now so that this more disruptive portion of the project will hopefully be done before we transition to Hybrid Mode.

- **Gym A/C Project (LAUSD Bond Funded)** – Project still planned by LAUSD, and had been re-scheduled to start Nov 2020 (after the original Aug 2018 start and successive delays), and still last 14-16 months. Project has now been slated to start in Summer 2022, or following the completion of the Underground Utilities Replacement project, whichever comes later. This is expected to be a 16-18 month project

  Meetings to discuss project impact to the campus and school activities are ongoing, though now infrequent.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Board Report for Director of Development 10_13_20.pdf

PALISADES CHARTER HIGH SCHOOL

Development Report
Board of Trustees Meeting
October 13, 2020

Results to Date (thru 10/8/20):

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	$119,128	$161,341	$42,213	$500,000
Pali Alumni Fund	General	$0	$0	$0	
TOTAL UNRESTRICED FUNDS RAISED		$119,128	$161,341	$42,213	$500,000
CTE Incentive Grant	General	$173,107	$173,107	$0	$0
Perkins V Grant	General	$34,746	$34,746	$0	$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		$207,853	$207,853	$0	$0
TOTAL FUNDS RECEIVED		$326,981	$369,194	$42,213	

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	$451	$3,800
Subscriptions	$2,449	$6,000
SafeSave service fees	$1,314	$7,500
Salaries & Benefits (Campus Unification/Development Dir)	$39,810	$159,235
Office supplies	$0	$200
Videography	$0	$1,500
Family Donor Banners	$0	$675
Career Day & Fair Breakfast/Lunch	$0	$0
Donor Bricks	$3,586	$1,500
Donor Reception	$0	$0
Chamber Expo	$0	$0
Pali High Booster Club (split donation)	$1,053	
New Parent Welcome Breakfast	$0	$0

PALISADES CHARTER HIGH SCHOOL

TOTAL EXPENSES FOR UNRESTRICTED FUNDS	$52,607	$197,810

TOTAL NET FUNDS	**$316,587**	**#VALUE!**

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	$20,792.99	$11,537.01
Steil - Photography	$32,330.00	$5,572.39	$26,757.61
Fracchiolla - Drama	$32,330.00	$3,000.00	$29,330.00
Kuper - Computer Programming	$10,010.00	$1,647.49	$8,362.51
Set aside	$30,000.00	$0.00	$30,000.00
	$237,000.00	$31,012.87	$205,987.13

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 but had major technical difficulties
3.) PCHS Fund comparison: $161,083 this year/$166,856 last year
4.) PCHS Fund donor comparison: 127 this year/167 last year
5.) Follow-up Email blast to all families sent 10/9
6.) Working on Virtual Major Donor Reception for mid-November
7.) Working on funding campaign for Pali TV and creating a broadcasting pathway with SMC
8.) A fundraising committee of students and parents was formed to create a fundraising plan for teams and all extra-curriculars using the school approved fundraising platforms.
9.) Working on #GivingTuesday Campaign (Tuesday, Dec. 1st). Board members will be involved in this peer-to-peer campaign.

Grants Submitted to date:

Grantor:	**Amount**	**Purpose**	**Date Submit**

PALISADES CHARTER HIGH SCHOOL

Steinmetz Foundation	$5,000.00	Academic Equity	12/9/2019
CTE Incentive Grant	**$173,107.00**	**CTE Funds for 2020-21**	**11/15/2020**
Perkins V Grant	**$34,747.00**	**Perkins Funds for 2020-21**	**7/15/2020**
FEMA 4482 DR	$71,315.00	FEMA Disaster Relief Fund	4/1/2020
Lewis A. Kingsley Foundation	**$10,000.00**	**Program Support**	**8/11/2020**
William C. Bannerman Found.	$7,000.00	Albert.IO	10/6/2020
Mara W. Breech Foundation	$10,000.00	Teacher Professional Development	10/12/2020
	$311,169.00		

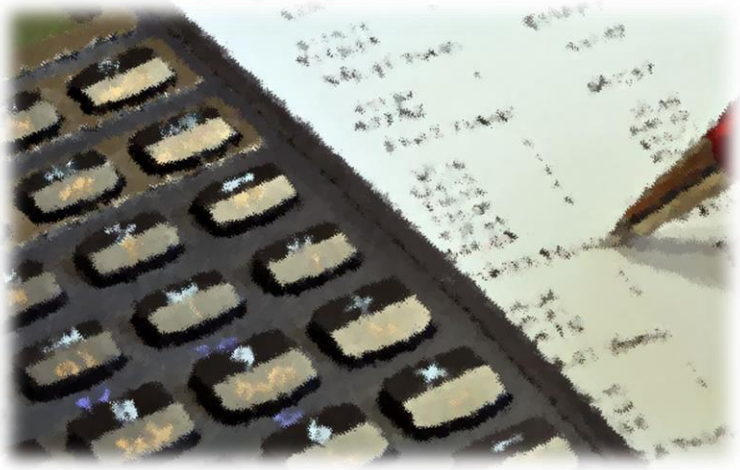
Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	$173,107.00	CTE Funds for 2020-21	6/30/2020
Perkins V Grant	$34,747.00	Perkins Funds for 2020-21	9/15/2020
Lewis A. Kingsley Foundation	$10,000.00	Program Support	8/18/2020
	$217,854.00		

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: Board Report for CBO _10_13_2020.pdf



CBO REPORT

Juan Pablo Herrera

Board of Trustees Meeting
10/13/2020

Business Updates

- Audit:
  - *Audit is on-track and going as planned.*
  - *Reminder: deadline is extended to 3/15/21 (NOT 12/15 as in previous years)*
- Reporting/Compliance
  - *Round 2 of Coronavirus Relief (CR) Funds reporting due 10/7 (period of July – Sept)*
  - *Prop 39 reporting submitted on 9/30 (energy efficient eligible projects)*
  - *LCP submitted to LAUSD & LACOE*
- Cafeteria
  - *Now verifying Free/Reduced Meal Applications for eligibility. Submission to CDE due 11/15*
  - *FRM count lower vs past years. 700 applicants but 175 still pending.*
  - *Pending applicants can still apply, but we can expect our reimbursement to be delayed*
- Attendance
  - *97% attendance (95% during same period last year). Increase of +114*
  - *Attendance (ADA) impacts our funding levels. While we are "held harmless" and are funded based on prior year ADA. Next year's funding will be based on this year's ADA.*
- Payroll
  - *Communicated timing of payouts (negotiated increase, bonus)*

Looking Ahead

- Monitor monthly cash flow
  - *Evaluate cash flow scenarios: cash flow as-is, inter-fund transfer, TRANS, borrowing, etc.*
  - *Charter School TRANS: Apply by 10/23 to be considered. Final decision to participate: Feb 21*
- Prepare for 1st interim: Due 12/15
- Prepare Budget Overview for Parents: Due 12/15
- Evaluate/Explore Investment Options
  - *Lifetime Health Benefits: OPEB liability*
- PPP Funds
  - *Spend PPP funds and fully understand forgiveness eligibility*

Contact: Juan Pablo Herrera

- 310-230-7238 or jherrera@palihigh.org

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: Board Report for EDP 10_13_2020.pdf

EDP Report
Board of Trustees Meeting
October 13, 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 Schoolwide Goals

The PCHS Schoolwide Goals are determined each year at the Board of Trustees annual retreat. The current goals are multi-year goals (2019-2021). The goals and progress toward the goals are reviewed at monthly board meetings as well as reviewed in Long Term Strategic Planning Meetings. The PCHS Schoolwide Goals reflect objectives in the WASC Action Plan for Equity, LCAP, and Charter.

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

- Department Grade Policies and practices for eLearning have been completed by departments and PLCs/SLCs. Draft copies of the policies will be posted in a central location on the PCHS website pending Board of Trustees approval. Teachers will make students aware of their policies and include the Department and PLC/SLC policies in their course information and post on Schoology for students and parents to access easily.

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

SMART Goal 1 (2019-20): 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.

- To date, PCHS has provided a **Public Hearing** (September 26) to gather stakeholder input for the **Learning Continuity and Attendance Plan** and a **Town Hall** (October 1) regarding **eLearning** to provide information as well as to gather parent feedback. Recordings of both meetings are posted on the PCHS website.
  Consistent parent feedback in both meetings addressed the amount of time students are spending on assignments, questions about the eLearning schedule especially Fridays, and supports available to students.

PALISADES CHARTER HIGH SCHOOL

- **A Back to School Night/Parent Information presentation** is planned for October 22 beginning at 5:30pm. Parents will have the opportunity to meet their child's teachers and learn more about courses as well as how to support their child's success. Friday October 23 will be a minimum day schedule for teachers and students.

SMART Goal 2 (2019-2020): Increase student information meetings to ensure all students have access to academic resources, advanced level courses, and support systems.

- **ASB Student Information Meetings** and **Grade Level Meetings** – Recent topics include where to go with a concern/how to file a complaint and mental health resources.
- The Village Nation held a Senior Class meeting with a presentation from the College Center focused on college applications and having a positive senior year. TVN is planning to continue grade level meetings throughout first semester.

SMART Goal 3 (2019-2020): Report back by faculty on PLC Notebook on comments to monitor curriculum consistency. Add rubrics on homework contract and grading. Syllabus Collection on Schoology.

- PLC/SLC Notebooks during eLearning are focused on student intervention. Teachers are keeping outreach logs as part of the PLC/SLC notebooks.

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.

PCHS will maintain a balanced budget and build a fund balance for the future. Identify clear budget priorities.

- **2019-2022 Tech Plan Review**
  The PCHS Budget and Finance Committee has committed to reviewing the 2019-2022 Tech Plan to determine current and long term technology related needs, school progress toward goals established in the plan, and funding priorities.

  PCHS administration encourages a Board of Trustees budget workshop to study all of the organization's large, legacy financial commitments for prioritization prior to the 2021-2022 budget cycle.

PALISADES CHARTER HIGH SCHOOL

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.

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.

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.

Coversheet

eLearning Grading Policy

Section: IV. Academic Excellence
Item: A. eLearning Grading Policy
Purpose: Discuss
Submitted by:
Related Material: English Department Grading Policy.pdf
Mathematics Department eLearning Grading Policy.pdf
PE eLearning Grading Policy.pdf
Science eLearning Grading Policy.pdf
Social Science eLearning Grading Policy.pdf
Student Weekly Task Sheet .pdf
Study Seminar eLearning Grading Policy.pdf
Study Seminar Syllabus (504) Fall 2020.pdf
Tech Ed eLearning Grading Policy.pdf
VAPA eLearning Grading Policy.pdf
World Languages eLearning Grading Policy.pdf

English Department PLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

9th:

- Title of assignments are listed by grading category
- Common Assessments
- IRP = Independent Reading Project

10th:

- The 10th PLC does Art Costa's level of questions, formative assessments such as SAT vocabulary practice and shared quizzes, summative performance tasks (dialectical journals [MLA format, embedding quotes, MLA citations, commentary/analysis]), practice and participation goals of being present and engaged during class. Projects as determined by the individual teacher.

11th/12th:

- Title of assignments are listed by grading category
- Common Assessments
- IRP = Independent Reading Project

AP:

- Title of assignments are listed by grading category
- Common Assessments
- IRP = Independent Reading Project

2. **Provide weighted category values, if used.**

9th:

- **9th Grading Categories**

10th:

- Practice and Participation: 25%
- Formative: 35%
- Summative: 40%

11th/12th:

- Practice/diagnostic-20%
- Formative-40%
- Summative- 40%

AP:

- **AP Language and Composition**
    - Practice/diagnostic-20%
    - Formative-40%

    - Summative- 40%
- **Berger AP Lit. -** ***Grading weights:***
    - Class Participation 10%
    - Homework/Classwork 15%
    - Quizzes 15%
    - Timed Writing 40%
    - Formal Writing/Projects 20%

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**

9th:

- Missing assignments and zero value scores are up to the discretion of the individual pod/teacher

10th:

- PLC: We believe that students should receive credit based on the work they complete throughout the semester. Giving students a 50% for an assignment they did not complete does not seem academically ethical. With that said, teachers are being flexible with their make-up and late work policy so that students can bounce back from a "0" if they choose to put in the effort. Teachers flag assignments as "missing" to motivate students to submit the work. Teachers are being very flexible at the start of the year to assuage stress as students adjust to this unique year. Teachers plan to move to stricter deadlines of 2 weeks; after that time, students will keep their "Missing" zero grade to hold them accountable, as well as to reduce students submitting August work in December, before the semester closes.

11th/12th:

- Missing assignments are marked as "missing" in the gradebook, which equals a score of zero. Students have the opportunity to complete the assignment for late credit as determined by the individual teacher's make-up policy.

AP:

- Missing assignments are marked as "missing" in the gradebook, which equals a score of zero. Students have the opportunity to complete the assignment for late credit as determined by the individual teacher's make-up policy.

4. **Explain Late Work/Make-Up Work practices**

9th:

- Late work will be accepted at the pod/teacher's discretion.

10:

- PLC is giving students 2 weeks to make up work. We believe that this gives students enough time to make up work while still holding them accountable for completing assignments in a timely manner. This late-work policy can be adjusted case-by-case based on the student's situations.

11th/12th:

- Students who do not submit work will receive a zero until they turn in the work (aka Make-up). *Different teachers have different due dates for make-up work (end of the unit/end of the semester/end of the grading period). The ability to make up the work is at the discretion of the teacher and dependent on a documented explanation of why the student did not complete the assignment in the original time frame (ex: internet outage, family emergency, illness, etc.)
- Late work will be accepted at the teacher's discretion.
- IEP/504 accommodations will be taken into account.

AP:

- Students who do not submit work will receive a zero until they turn in the work (aka Make-up). *Different teachers have different due dates for make-up work (end of the unit/end of the semester/end of the grading period).
- Late work will be accepted at the teacher's discretion.
- IEP/504 accommodations will be acknowledged.

5. **Consider noting whether you round up grades or not and why.**

9th:

- Rounding of grades is a personal teacher decisions

10th:

- PLC - We are not rounding grades for English. We feel that during the semester, we are all very flexible with make-up work and generous with support along the way. A "0.3%" could be a matter of 50-100 points depending on the number of assignments a teacher has in his/her grade book. Giving students these "free" points because they are close to the next grade up does not seem academically justifiable.

11th/12th:

- Rounding of grades is a personal teacher decision.

AP:

- Rounding of grades is a personal teacher decision.

6. **Include established, common rubrics**

9th:

- Rubrics are established per individual pod

10th:

PLC - We use common rubrics for common assessments such as the semester common essay, dialectical journals, and the summer assignment. We feel that it is important to align on common assessments to analyze the data as a PLC. However, we feel that rubrics for daily assignments should be at the discretion of each teacher based on their objectives. Even so, all teachers worked over the summer to put rubrics and assignments into the Schoology Shared Resources.

11th/12th:

- Common Assessment Rubrics
  11th Argument Writing
  Sinners Rubric
  Lit. Analysis Rubric

AP:

- Common AP Rubrics
  AP Language and Composition:
  https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf?course=ap-english-language-and-composition
  AP Literature and Composition:
  https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf?course=ap-english-literature-and-composition

7. **Include AP courses and singleton course policies**

9th:

- Pod courses

10th:

- LatinX and Columbian Literature

11th:

- N/A

12th:

- War and the Canon of Literature
- California Literature

AP:

- AP Language and Composition
- AP Literature and Composition

PCHS eLearning Grade Policy 9.25.20
PCHS Department: Mathematics

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)
A student's grade is reflection of a student's mastery & comprehension in designated topics and skills of the course, during and by the end of an instructional period. Considering the challenges of eLearning and to accommodate the pressure students are under, the Math Department has voted to suspend the Standards Category during eLearning and Hybrid mode of instruction. Additionally, certain topics have been eliminated for eLearning as decided by each PLC.
All math courses still align with the Common Core and State standards, maintaining the purpose of preparing students for success in subsequent courses, by extensive PLC work, various ways of checking for understanding, and multiple ways of assessing.

Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
   CFU: Check for understanding
   GO: Graphic Organizer
   DNF: Did Not Finish
   LT: Late
   NC: No credit
   Consult individual teachers for other key terms in their courses.

2. **Provide weighted category values, if used.** ***See pages 3 & 4***

3. **Explain use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
   Some accept late work until unit test: for partial credit.
   Consult individual teacher's policy for their specific courses.

4. **Explain Late Work/Make-Up Work practices**
   Consult individual teacher's policy for their specific courses.

5. **Consider noting whether you round up grades or not and why.**
   Some round grades at the end of semester depending on the student's overall performance.
   Consult individual teacher's policy for their specific courses.

6. **Include established, common rubrics:**
   Some PLCs establish common rubrics in some individual tasks, projects and assignments.

7. **Include AP courses and singleton courses in this area: included**

2020-2021 Math Department eLearning
Weights of Grade Categories by Course

Courses	Assignments	Assessments	Quizzes/Activities	
Algebra 1	30%	40%	30%	
Geometry	30%	40%	30%	
Algebra 2	30%	40%	30%	
Math Analysis	20%	40%	40%	
Advanced Math Concepts/Skills	25%	40%	35%	
AP Statistics (covid-specific)	Warmup 10%	Projects 20%	Classwork/ Homework 30%	Tests 40%
High School Calculus (different weighting than usual)	Assignments 15%	Assessments 40%	Projects/Performance tasks/quizzes 45%	
AP Calculus (different weighting than usual)	Assignments 25%	Tests 30%	Quizzes 30%	Final 15%

Math Department Credit Policy

If the student earns a "NC" in this course, they will not earn any credits and must repeat the course and pass with a grade of C or better in order to advance to the next math course. If the student earns a "D" grade, he/she will receive high school credits towards graduation, but will not receive any credit towards meeting college entrance requirements and must repeat the course and pass with a grade of C or better before advancing to the next math course.

Algebra 1:

Assignments *(based on student effort - practice/HWK, IXL, Class participation, warm-ups, notes): 30%*
Quizzes/Activities *(based on student performance-graded assignments) Edpuzzle, CFUs, Quizzes, projects, DeltaMath): 30%*
Assessments *(Summative and graded - tests, projects, final exams, midterms): 40%*

Geometry:

Quizzes/Activities *(discussion, Edpuzzle, CFU, Delta Math, Class CFU/Virtual whiteboard, quizzes, projects, etc.): 30%*
Assignments *(practice, Zoom activities, IXL, workbook, textbook, notebook/notes,Kahoot!, breakout rooms, discussion, participation): 30%*
Assessment *(projects, performance tasks, tests, quizzes): 40%*

Algebra 2:

Quizzes/Activities: *Quizzes, Standards Quizzes, Performance Tasks - 30%.*

Assignments: *Homework/classwork - 30%.*

Assessments: *Tests, Unit Exams, Finals - 40%.*

Math Analysis:

Quizzes/Activities: *Quizzes, Performance Tasks, Projects etc - 40%.*

Assignments: *asynchronized work, synchronized work - 20%.*

Assessments: *Tests, Unit Exams, Finals - 40%.*

AMC/AMS:

Quizzes/Activities: *Quizzes, Performance Tasks, Projects, Edpuzzle videos, warmups etc - 35%.*

Assignments: *asynchronized work, synchronized work - 25%.*

Assessments: *Tests, Unit Exams, Finals - 40%.*

AP Statistics:

Warmup *- 10%*

Projects *- 20%.*
Classwork/homework - *30%*
Tests-*40%*

High School Calculus:

Assignments *- 15%*

Assessments: *Chapter tests, Final - 40%*
Projects/Performance tasks/Quizzes *- 45%*

AP Calculus:

Assignments *- 25%*

Tests*- 30%.*

Quizzes *- 30%*
Final -*15%*

Physical Education Grading Policies

75%----Participation: Attendance, journals, zoom, activity and other physical components

25%----Test, written or physical

Daily goal:

30 minutes of physical activity with other components to equal 50 minutes per day.

Give students extended time if communicated with teacher either through email or zoom (ex: tech difficulties)

Students will check into Infinite Campus for attendance.

Make ups are on Fridays

Keep grades up to date goal to post within 24 hours.

Grade scale:	90-100%	A
	80-89%	B
	70-79%	C
	60-69%	D
	0-59%	No Credit.

PCHS eLearning Grade Policy 9.25.20
PCHS Department: SCIENCE

Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
    a. **BIO -** Biology assessments may include claim-evidence-reasoning (CER), an open-ended free-response assessment in which students answer questions to provide scientific explanations for the concepts learned in class. The CER is similar to the data analysis and conclusion parts of a traditional lab report.
    AP BIO - Free Response Question (FRQ) requires the test-taker to write a short essay in response to a prompt question and support it with facts, examples, or other evidence. Enhanced Multiple Choice Questions (EMCQ) assist students to learn effectively by providing opportunities for stimulus based questions analyzing data and making predictions. Immediate detailed feedback is provided.
    b. Chemistry
        i. CER, Guided Notes, Laboratory Experiments, Online Simulations, DBQ

c. **AP Environmental Science**
Assessments will emphasize a Claim-Evidence-Reasoning and Free Response format. Students will be asked to provide explanations, analyze data and draw conclusions based on evidence provided.

d. **Urban Ecology**- students will focus on CER to show mastery of NGSS. They will conduct research, virtual labs, collect data, and analyze them to understand and explain the effect of human impact.

2. Provide weighted category values, if used.

a. BIO -

i. regular bio - (40% assessments and 60% coursework)
1. 30% - assessments
2. 20% - labs and projects
3. 40% - classwork and homework
4. 10% - final project

ii. Honors Biology - (40% assessments and 60% coursework)
Julie Benke HBIO Course Outline

iii. AP Biology - (55% assessments & 45% work)
1. 45% WORK: 15% Mastering Biology & AP Classroom, 15% Synchronous (class) Work, 15% Asynchronous (home) Work
2. 40% Unit Exams & Assessments
3. 15% Final Exam

Julie Benke APBIO Course Outline

b. Chemistry

i. Regular:
1. Classwork/Homework 20%
2. Final 10%
3. Labs 20%
4. Assessments 50%

Honors Chemistry:
1) Labs 25%
2) Final exam/project 10%
3) Online Curriculum (Synchronous, Asynchronous, and any assessments) 65%

c. H Marine Biology Newbill's Course Outline

i. Homework 40%
ii. Assessments/Projects 30%
iii. Classwork/Labs 20%
iv. Participation 10%

d. **AP Environmental Science**
    1) **40% Assessments**
    2) **40% Lab activities/independent work**
    3) **10% Projects**
    4) **10% Final**
e. **Urban Ecology**
    i. **Assessments 20%**
    ii. **Classwork 40%**
    iii. **DO NOW 5%**
    iv. **Finals 15%**
    v. **Lab 20%**

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
    a. **BIO -** Missing assignments on Schoology are counted as zero points.
    b. Chemistry
    Strouse-missing assignments get marked as zero, students have until end of unit to turn in late work, at that point, missing assignments become 50%
    Carole Smith/Jane Curren- assignments not done are marked missing at the end of the week, but students are allowed with no grade penalty to complete the assignment late (with the exception of assessments)
    Kevin Kung/Richard Patterson - late work accepted up to three weeks or until the end of the unit
    c. Honors Chemistry = Assignments not completed by the end of the week is marked missing on schoology.
    Strouse-missing assignments get marked as zero, students have until end of unit to turn in late work, at that point, missing assignments become 50%
    d. **H Marine Biology:** Missing work counts as zero points.
    e. **AP Environmental Science - missing assignments are counted as zero points.**
    f. **Pali Academy science -- F for labs not done. Acellus requires completion of assignments, tests, and final exam.**
    g. **Urban Ecology- missing assignments are counted as zero points.**

4. **Explain Late Work/Make-Up Work practices**
    a. **BIO -** Biology teachers assign work throughout a given week and assign a deadline at the end of the week. Late credit for work may be accepted or extra credit may be offered.

    b. ChemistryStrouse-missing assignments get marked as zero, students have until end of unit to turn in late work, at that point, missing assignments become 50%

Carole Smith/Jane Curren- assignments not done are marked missing at the end of the week, but students are allowed with no grade penalty to complete the assignment late (with the exception of assessments)
Kevin Kung/Richard Patterson - late work accepted up to three weeks or until the end of the unit

c. Honors Chemistry = Students have at least 3 weeks of when assigned to makeup any missing assignments.
d. **H Marine Biology:** Late work can be turned in for ½ credit. Students will have until the end of the current unti to submit late work for any credit.
e. **Late work will be accepted depending on the circumstances and within reason.**
f. **Science of mindfulness: late work accepted for full credit. New students do not need to make up past weeks' work.**
g. **Urban Ecology-** late work is accepted with a maximum grade of 80% within a grading period.

5. **Consider noting whether you round up grades or not and why.**
   a. **BIO -** Biology teachers may round overall semester grades and/or offer extra credit.
   b. Chemistry-Some teachers have a hard boundary of 90%, others at 89.5% for A, and similarly for other grades. They don't negotiate the boundary.
   c. **H Marine Biology:** Grades will be rounded at the end of the semester.
   d. **AP Environmental Science - 89.5% = A. etc.**
   e. **Science of mindfulness: 89.5% = A, etc.**
   f. **Urban Ecology- grades will be rounded up to the tenths: 89.5% is an A.**

6. **Include established, common rubrics**
   a. **BIO -** Biology assessments may include claim-evidence-reasoning (CER), an open-ended free-response assessment in which students answer questions to provide scientific explanations for the concepts learned in class. The CER is similar to the data analysis and conclusion parts of a traditional lab report.
   b. Chemistry-Teachers share assignments on Chemistry group page: https://palihigh.schoology.com/resources/group/829282785
   c. **AP Environmental Science - rubrics will be provided when appropriate.**
   d. **Science of mindfulness: CER rubric**
   e. **Urban Ecology- CER rubric**

7. **Include AP courses and singleton course policies**
   a. AP BIO- policies are the same. Only grade categories differ (see #2 above).
   b. Anatomy and Honors Anatomy will follow the policies stated for Biology and Honors Biology (see #2 above)

c. No AP Chemistry

d. Honors Environmental Science
   i. CER & Free Response - see BIO explanation
   ii. Category 1- Assessments: 40%
   Category 2- Labs, mini-labs, & projects: 30%
   Category 3- Classwork/Homework.: 20%
   Category 4- Semester Final Assessment: 10%
   iii. Missing assignments (classwork/homework) are recorded as zero until work is completed. Work turned in after the due date is recorded at 50% credit. Excused absences (that have been communicated) are given the amount of time absent to complete the work for full credit.
   iv. Late classwork/homework is accepted for partial, 50% credit. Late labs/projects/mini-labs will be accepted depending on circumstances and within reason.
   v. Traditional rounding rules apply for end of semester grades only. For example, 89.5 or higher will round to an A. Extra credit opportunities may be offered.
   vi. CER per NGSS

e. Global Science
   i. Policies are same as Honors Environmental Science
   ii. Grade Categories:
   Category 1- Assessments: 30%
   Category 2- Labs, mini-labs, & projects: 30%
   Category 3- Classwork/Homework.: 25%
   Category 4 - Participation (attendance and participation in Zoom meetings): 5%
   Category 4- Semester Final Assessment: 10%

f. **Science of mindfulness: I have not weighted assignments this semester, but points/assignments are divided into-- CERs, Weekly Reflections, Smiling Mind Guided meditations, Journaling, and Reflection Essays.**

g. Urban Ecology- Grading scale listed above; late assignments are accepted up until grading period for a maximum grade of 80%.

h. Pali Academy Bio and PA Physical Sci/ICS are using a blending of Acellus and e-labs, following this breakdown/weight:

GRADING SCALE (in line with General Bio 2019-20)

- **Assessments (quizzes, tests, & projects) 40%**
- **Labs (virtual and demonstrated) 25%**
- **Online Coursework (videos, discussions, practice) 20%**
- **Final Exam/Final Project 15%**

PCHS eLearning Grade Policy
Social Science Department
2020.10.06

In keeping with the mission of Palisades Charter High School, the Social Science classes will embody the broad perspectives of the community it serves to empower our young adults in their pursuit of educational excellence, civic responsibility, and personal growth.

To this end the Social Science Department's College Preparatory and Honors classes are combined. All students have the opportunity to earn Honors credit in these combined classes.

At the beginning of EACH semester, all students will be designated as being in Honors. After the 1st progress report in the Fall, (Spring: 1st two weeks) students with less than 77% (10th grade) and 75% (11th and 12th grade) will be placed in College Prep (Spring: placed in course they finished the Fall Semester: Honors students below the default grade will be placed in College Prep) unless their parent/guardian signs the student back into Honors by submitting the "Honors/College Prep Option Decision" form by the designated date. This date will be within two weeks of the Progress 1 Report. (1st two weeks of Spring Semester) Students not submitting the form will be placed by default based on the above percentage for their grade level. Students dropping from AP at the end of the Fall semester will have a default placement into Honors regardless of their percentage in the AP course. Students will NOT be able to switch at the end of the semester.

Grading Scales

Modern World History

	Honors	College Prep
A	90-100	80- 100
B	80- 89	70- 79
C	70- 79	60- 69

No D grade

United States History

	Honors	College Prep
A	90-100	80- 100
B	80- 89	70- 79
C	70- 79	60- 69

No D grade

Government / Economics

	Honors	College Prep
A	90-100	80- 100
B	80-89	70- 79
C	70-79	60- 69
D	66-69	56- 59

Sociology/Freshman Seminar

A	90-100
B	80- 89
C	70- 79

No D grade

AP

A	90-100
B	80- 89
C	70- 79
D	66-69

singleton courses

A	90-100
B	80- 89
C	70- 79

No D grade

Modern World History
10th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

	Modern World History	
	Honors/College Prep	
A	90-100	80- 100
B	80- 89	70- 79
C	70- 79	60- 69
	No D grade	

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

   DBQ= DBQ, or "document-based question," is a specific type of essay question often assigned in Social Science Courses. For the DBQ essay, students will be asked to analyze some historical issue or trend with the aid of the provided sources, or "documents," as evidence.

2. **Provide weighted category values, if used.**

While there is some variation between individual course assignments/grading categories, all World History Course weights are closely aligned. Assessment and Assignment Categories maintain no more than 10% variation.
Assessment Categories 40% Total Grade (baseline)
Assignment Categories 60% Total Grade (baseline)

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**

   Missing Assignments will be marked with a zero value of 35% . No credit values may be assigned to specific assignments/activities and will be marked as ungraded work. (ie. zoom engagement, etc.)

4. **Explain Late Work/Make-Up Work practices**
   While late work policies remain at the discretion of the individual instructor, the World History PLC strives to meet the needs of our individual learners and their diverse needs. As such, we encourage students to keep an open dialogue with teachers regarding their individual academic needs.
   Late work **MAY** be accepted under the following terms:
   1. Student must communicate with teacher prior to completion
   2. Work must be completed within one week of the assigned due date.

5. **Consider noting whether you round up grades or not and why.**
   The World History Department does not mandate rounded grades. With the combination of a zero value of 35% and weekly teacher intervention, The PLC has opted not to mandate rounding grades.

6. **Include established, common rubrics**
   The PLC will utilize a variety of common assessments and rubrics throughout the course of the semester. These include but are not limited to:
   B.A.R writing, DBQ essays as well as formal/non-formal assessments

7. **Include AP courses and singleton course policies**

   NA

United States History
11th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

Grading:

Most work and testing will be assigned and completed through schoology. It will also be graded/evaluated there. Students must sign into *each* class through Infinite Campus.
It may seem challenging at first, but you will get the hang of it quickly. Your teachers are here to support, encourage and help you--don't hesitate to send us a message through schoology or join us for office hours. Below is the grading scale.

In line with Social Science Department Grading Policy

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

   Students will be graded on the Standard (?) Scale on Schoology.

   a. **ASSESSMENTS:** Student work that will demonstrate how well they have mastered the learning objectives. These will include end of unit testing, quizzes, essays, and projects.

   b. **PARTICIPATION/ENGAGEMENT:** Students are expected to be present for zoom meetings and interact with classmates in breakout rooms (you will be given rubrics that will clarify expectations). This is key to creating an online community

where we can exchange ideas. A notebook to take notes is recommended and you will be asked to provide evidence of your notes following lectures.

c. **ASSIGNMENTS/ACTIVITIES**: This is more the day-to-day work. It may be an edpuzzle, a short reading/article and responses, flipgrid response, small group shared google doc or in some classes a digital notebook. These will be "checks for understanding" given each week to help you and your teacher to see that you understand the material along the way. All Schoology assignments will have a rubric, instructions for successful completion and due dates attached to them. They appear on the right side of the student's Schoology page with upcoming due dates.

d. **DISCUSSION BOARDS/REFLECTIONS:** Here is a place that students can share their connection to the material, current events, and issues that affect us. Students will also have the opportunity to see how classmates are seeing it and respond to each other's ideas on a discussion board.

2. **Provide weighted category values, if used.**
    a. Grades are based on a point system for some and weighted for others, however the breakdown is basically:
    b. Assignments- 40%
    c. Assessments/Projects - 30-40%
    d. Engagement/Participation- 10-20%
    e. Discussion Boards/ Reflections- 10%

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
    a. No Credit Values: Some upcoming assignments will be marked "ungraded" for the purpose of showing students they have to do something but they will not be graded on it (i.e. participation in zoom meetings, agendas, etc).
    b. Zero Value: Assignments that are missing will be marked as so and will be weighted at 35% of the grade
    c. No D

4. **Explain Late Work/Make-Up Work practices**
    a. **LATE WORK POLICY**: Late work (class assignments) will be accepted up to a week after it's due, no late work after end of unit. Teacher discretion can be applied depending on circumstances.

    b. **ZOOM PARTICIPATION POLICY:** Students are expected to attend all scheduled Zooms, if they cannot attend, they must alert teacher and accommodations will be provided on a case-by-case basis.
    c. **MAKE UP TESTS:** Student must communicate with teacher and specific arrangements will be made.

5. **Consider noting whether you round up grades or not and why.**

a. With the no 0 policy (35% min for incomplete), we don't see a need for it. We also give students plenty of opportunities to boost their grade prior to the end of the semester.

6. **Include established, common rubrics**
   a.

Government/Economics
12th grade

The teachers that are going to follow this plc (Economics & Government) grading policy are:

- Negin Mahmoudi
- Audree Clarke
- Dave Suarez
- Peyman Nazarian

The grade scale is based on the Honors course that students are in when Fall and Spring semester starts. The students will have an option to opt into College Prep and change the grading scale.

Honors Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees. WE WILL FOLLOW THE HONORS AND COLLEGE PREP GRADING SCALE THAT HAS BEEN ADOPTED BY THE SOCIAL SCIENCE DEPARTMENT IF IT IS APPROVED BY THE DEPARTMENT ADMINISTRATOR

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this

extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies THIS IS ONLY FOR THE FALL SEMESTER

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
   Students will be graded on the Honors ECON/GOV grading scale on Schoology
   Common assessment on the propositions for the state of California.
   Senior class classwide vote
   Presidential candidates

2. **Provide category values:**
   The PLC not have weighting of ANY categories, every member will base their grades on Total points (categories will include HW, Assessments (Tests and Quizzes)

   Weighting of categories:
   Assessments will not exceed 50% (Not including the final)
   A minimum of three categories with all categories totaling 100%

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
   - **PLC gives zeros for missing assignments**
   - **PLC will select missing values on Schoology**

4. **Explain Late Work/Make-Up Work practices**
   A. **Late work policy:** Late work (class assignment) will be accepted. Penalties will vary based on the timing, nature of the assignment and the teacher.
   B. **Zoom Participation Policy:** Students must attend zoom meetings regularly and based on the E-Leaning policy created by PCHS.
   C. **Make-up Test Policy:** All assessments must be made up during teacher office hours (Mondays 1:45- 2:30) within one week of the date the test was originally taken. It is the student's responsibility to communicate with the teacher.

5. **Consider noting whether you round up grades or not and why.**
   A. **PLC will round up based on teacher discretion.**

6. **Include established, common rubrics**
   - **Common rubrics are being established for the common assessments for the fall semester.**

7. **Include AP courses and singleton course policies**
   N/A (John Rauschuber has submitted one for AP Gov.)

Sociology/Freshman Seminar
9th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

Grading:
Most work and testing will be assigned and completed through schoology. It will also be graded/evaluated there. Students must sign into *each* class through Infinite Campus. Teachers are here to support, encourage and help students.
Grade Scale:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	NC (No Credit)

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

   Students will be graded on the Standard (?) Scale on Schoology.

   a. **ASSESSMENTS:** Student work that will demonstrate how well they have mastered the learning objectives. These will include end of unit testing, quizzes, essays, and projects.

b. **PARTICIPATION/ENGAGEMENT:** Students are expected to be present for zoom meetings and interact with classmates in breakout rooms (you will be given rubrics that will clarify expectations). This is key to creating an online community where we can exchange ideas. A notebook to take notes is recommended and you will be asked to provide evidence of your notes following lectures.

c. **ASSIGNMENTS/ACTIVITIES**: This is more the day-to-day work. It may be an edpuzzle, a short reading/article and responses, flipgrid response, small group shared google doc or in some classes a digital notebook. These will be "checks for understanding" given each week to help you and your teacher to see that you understand the material along the way. All Schoology assignments will have a rubric, instructions for successful completion and due dates attached to them. They appear on the right side of the student's Schoology page with upcoming due dates.

d. **DISCUSSION BOARDS/REFLECTIONS:** Here is a place that students can share their connection to the material, current events, and issues that affect us. Students will also have the opportunity to see how classmates are seeing it and respond to each other's ideas on a discussion board.

2. **Provide weighted category values, if used.**
    a. Grades are based on a point system for some and weighted for others, however the breakdown is basically:
    b. Assignments- 40%
    c. Assessments - 30%
    d. Engagement/Participation- 20%
    e. Discussion Boards/ Reflections- 10%

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
    a. No Credit Values: Some upcoming assignments will be marked "ungraded" for the purpose of showing students they have to do something but they will not be graded on it (i.e. participation in zoom meetings, agendas, etc).
    b. Zero Value: Assignments that are missing will be marked as so and will be weighted at 35% of the grade (?)
    c. "D"-

4. **Explain Late Work/Make-Up Work practices**
    a. **LATE WORK POLICY**: Late work (class assignments) will be accepted only if an absence is excused. Student must communicate with teacher.
    b. **ZOOM PARTICIPATION POLICY:** If you do not attend a zoom meeting, a make up assignment will be provided by the teacher. Student must communicate with teacher.
    c. **MAKE UP TESTS:** All assessments must be made up during teacher office hours (Mondays 1:45- 2:30) within one week of the date the test was originally taken. Student must communicate with teacher.

5. **Consider noting whether you round up grades or not and why.**

a. Given the opportunities for students to complete lake work and earn their points back throughout the year, as well as the weighted zero, we as a PLC will not be rounding up scores.

6. **Include established, common rubrics**
    - **a.** Discussion Board/Argumentative Writing Rubric based on Claim, Evidence, Reasoning Standards
    - b. Zoom Participation Rubric
7. **Include AP courses and singleton course policies**
    - **a. N/A**

Advanced Placement (AP) courses

AP Government & Politics
12th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

- JOHN RAUSCHUBER

The grade scale is based on the Honors course that students are in when Fall and Spring semester starts. The students will have an option to opt into College Prep and change the grading scale.

Honors Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
   Formal Assessments 50% (Unit Exams)
   Non-Assessments 50%

2. **Provide category values:**
   The PLC not have weighting of ANY categories, every member will base their grades on Total points (categories will include HW, Assessments (Tests and Quizzes)

   See Above

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
   - **Missing Assignments will be a zero in AP class**
4. **Explain Late Work/Make-Up Work practices**
   A. **Late work policy:** Late work (class assignment) will be accepted.
   B. **Zoom Participation Policy:** Students are expected to participate. 60 minutes zoom classes will occur.
   C. **Make-up Test Policy:** All assessments must be made up during teacher office hours (Mondays 1:45- 2:30)
5. **Consider noting whether you round up grades or not and why.**
   A. **Will round up**
6. **Include established, common rubrics**
   - **N/A**

AP Macroeconomics
12th grade

AP Macro Grading Policy

Miller

Fall 2020

Due to the unique challenges of the eLearning environment, late work can be submitted with the opportunity to receive full credit as long as the assignment has been fully completed up to the AP standards required by the instructor (i.e. paragraph format, full sentences, thesis-driven essay, graphical analysis with all proper variables shown).

Furthermore, since the vast majority of classwork is partially completed during class sessions, missing classwork assignments will not be given a score of zero; rather, they will be given a grade of 35 percent of the value of the assignment. This policy is in accordance with the overarching policy recommendation for other classes within the Social Studies Department. Once a student completes and submits the aforementioned missing work within a particular unit of class instruction and it adheres to the quality control standards mentioned in the previous paragraph, students are eligible to receive full credit.

There are no weighted grading categories in AP Macro. The course employs a Total Point System, in which all points, regardless of the assignments to which they are attached, all have the same value. Assessments will make up the majority of the point value of assignments in the course. This is due to both the large number of assessments that will be given, as well as the larger relative “weight” these assessments have because of their higher degree of difficulty (assessments in this course will be designed to mimic the same level of academic rigor as the AP Macroeconomics Exam). The estimated grade composition breakdown is listed below:

Assessments (Unit Exams & Finals)	40%
Quizzes (for each Chapter of the text)	20%
Projects/Performance Tasks (Analyses & Essays)	20%
Classwork/Homework (Textbook Practice Exercises)	20%

AP Macro students will also be given the opportunity to complete Optional Work assignments that can serve the dual purposes of boost a student’s overall grade (if done completely and properly) as well as insulating a student’s grade from any possible damage that a poor assessment result might do. Optional Work is not busy work – it directly relates to the class academic objective for a given unit. Thereby, it also serves to reinforce the main components of a unit’s curriculum and further prepare students for whatever assessment cycle it is connected to.

AP Human Geography
11th & 12th grade

AP Human Geography E-Learning Policy

Instructor: A. Schoellnast Email: aschoellnast@palihigh.org

Course Introduction

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

The particular topics studied in an AP Human Geography course should be judged based on the following five college-level goals that build on the National Geography Standards developed in 1994. On successful completion of the course, the student should be able to:

1. Use and think about maps and spatial data
2. Understand and interpret the implications of associations among phenomena in places
3. Recognize and interpret at different scales the relationships among patterns and processes
4. Define regions and evaluate the regionalization process
5. Characterize and analyze changing interconnections among places

Textbook

Human Geography: People, Place, and Culture De Blij, Murphy

Grading

Students will be exposed to a variety of in-class activities (through the Big Blue Button or Zoom conference) and assignments, in addition to out-of-class homework assignments. Students will be expected to follow an assignment calendar that will be posted on Schoology for the week. Activities and assignments will consist of:

- Textbook readings
- Responding to articles
- FRQ's and college level essays
- Map assignments
- Current events (NPR articles)

Department Grading: 100%-90%=A 89%-80%=B 79%-70=C 69%-66=D

Assessments will include unit essays, projects, and FRQ's (free-response questions). Essays will be structured similarly to a college-level research paper. FRQ's will be assigned periodically throughout the year. In an FRQ, students will be expected to answer a series of questions in essay format, providing all relevant information possible to answer the question. FRQ's will not be graded according to writing style but in relation to the accuracy and completeness of the answer.

Category Break-Down: 70%= Assessments 30%= Classwork/Homework

Class Expectations

- Classroom Management: Good behavior is expected of all students. Everyone should participate in-class activities. All school policies will be enforced. Be respectful of everyone in the class. Zooms and BBB conferences will be recorded.
- Make-up and Late Work: I do not accept late work. You will have one class period upon return from an absence to turn in homework. You have one week from the day any assessment is given to turn in the assessment(essay).
- The student's responsibility is to ask the teacher for any work missed due to an absence, not the other way around.
- **If you are caught cheating in ANY capacity, you will receive a 0 and be referred to the Dean.**
- **I do not give extra credit; I do not round grades, period.**

AP United States History
11th grade

eLearning Department Grading Purpose and/or Philosophy: The APUSH Teachers hope to provide the best possible coverage of content and skills as required by the college board under the circumstances. We will be as flexible as possible regarding due dates, provide multiple assessment windows to fit their schedules, and focus on optional assignments to allow students to self adjust workload.

Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-66	**D**
65-0	**NC (No Credit)**

APUSH Grading
Grades determined by a point system. All assignments (including Final Project in 2nd Semester), tests, notebook check and essays will be assigned a point value and final grades will be determined by the above percentages of the total points for the class.

Typical Unit = 333 Points
quiz 4 x 20 = 100 —30%
classwork homework 40-50 points — 15%
concept outline 20 points =6%
notes 20 points 6%
formative short answers 10 x 4 = 40 12%
Unit Essay 75 = 23%
Optional Work 28 = 8%

305 points - 77% in the performance category for 3 Units in Fall Semester

Final Exam = 200 point = 17% of overall grade ~ 35% overall grade = Summative Assessments

Makeup Work: After an excused absence, it is the student's responsibility to find out what has been missed. Failure to make up missing work will result in "DNT" (40%) Grade.

Misrepresentation of academic work: -plagiarism - submitting the work of someone else - copying other people's work. Cheating will result in "CHT" [35%] grade score on assignment.

APUSH Letter Grade Rubric

Letter	Conversion
/	100
A+	99
A	94
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	68
D	66
F+	60
F	50
DNT	40
CHT	35

AP World History
10th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-66	**D**
65-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
   AP terms, DBQ (Document Based Question); SAQ (Short Answer Question), LEQ (Long Essay Question MC (Multiple Choice). OLG - Online Graded Quizzes, ICRC In class Reading Comprehension Quizzes; TBR - Textbook Reading quizzes.

2. **Provide weighted category values, if used.**
   60 % Unit Exams (65% Spring Semester)
   20 % Take home essays
   10% Online graded quizzes
   10% Participation (formative/homework, etc)

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**

If an assignment is not turned in on time it is marked missing. 10% is deducted for each calendar date late the assignment, if the assignment is returned to students, student may not earn more than 50% credit. Unit Exams are not marked as zero and the lowest score a student can earn is 40%

4. **Explain Late Work/Make-Up Work practices**
   Students may turn in late work and it will be assessed a 10% per day penalty for each calendar day that it is late, if the assignment is returned to students, students may not earn more than 50% credit.

5. **Consider noting whether you round up grades or not and why.** No grades are NOT rounded up, unless the student's grade is borderline (i.e. within 0.5% of the next highest grade) and they earn the higher grade on the Unit 3 Exam (effectively the Fall Final) or the Final Exam in the Spring

6. **Include established, common rubrics**
   Use of a modified AP History exam Rubric.

7. **Include AP courses and singleton course policies**
   N/A

AP European History
10th grade

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).** AP terms, DBQ (Document Based Question); SAQ (Short Answer Question), LEQ (Long Essay Question MC (Multiple Choice).
2. **Provide weighted category values, if used.**

   Class work/Homework 20% Includes online collaboration, exit tickets, power point quizzes (explained below).

   Test/Essays 60 %

   Quizzes (SAQ's and Vocab) 20%

   Standard Grading Scale

3.

Philosophy
11th & 12th grade

eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)

- JOHN RAUSCHUBER

The grade scale is based on the Honors course that students are in when Fall and Spring semester starts. The students will have an option to opt into College Prep and change the grading scale.

Honors Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)**

Reminder: This grade scale was approved by the Board of Trustees.

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**
   Formal Assessments 40% (Unit Exams)
   Non-Assessments 60%

2. **Provide category values:**

The PLC not have weighting of ANY categories, every member will base their grades on Total points (categories will include HW, Assessments (Tests and Quizzes)

See Above

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**
    - **Missing Assignments will be marked as 50%**

4. **Explain Late Work/Make-Up Work practices**
    A. **Late work policy:** Late work (class assignment) will be accepted.
    B. **Zoom Participation Policy:** Students are expected to participate. 60 minutes zoom classes will occur.
    C. **Make-up Test Policy:** All assessments must be made up during teacher office hours (Mondays 1:45- 2:30)

5. **Consider noting whether you round up grades or not and why.**
    A. **Will round up**

6. **Include established, common rubrics**
    - **N/A**

STUDENT WEEKLY TASK SHEET

- Must Show a minimum of 90 Minutes of on task work for each week

Date	Task List	Time started	Time completed	Verified

Date	Task List	Time Started	Time completed	Verified

Date	Task List	Time Started	Time Completed	Verified

Study Seminars

Grading Policy

The grading protocols are as follows:

100- 90: Student was focused and on task throughout the class, completed attendance, responded to teacher feedback/email and participated in the face-to-face sessions. There are no observances of electronic gaming, YouTube, cell phone was not visible or set to music only.

89-80: Student was focused and on task throughout the class, completed attendance, responded to teacher feedback/email and participated in the face-to-face sessions. There were some observations of off task behaviors (checking cell phone, texting, etc.) but student responded positively to prompts & put away cell phone or set to music only.

79-70: Student was focused and on task for part of the class, but required more than three prompts to focus to task. Student was observed using cell phone or appeared to be switching screens. Student was inconsistent filling out attendance, work logs, and participating in face-to-face sessions, but responded to teacher prompts.

69-60: Student appeared to have more significant challenges with being on task and required several prompts/discussion to assist in focusing. Student was observed using cell phone or appeared to be switching screens and did not respond to prompts. Student was inconsistent filling out attendance, work logs, and participating in face-to-face sessions.

504 Study Seminar Class Syllabus

Greetings and welcome to the 504 Support/Study Seminar classes. This is a class geared for students to be able to have a calming work/study environment. While we're starting our semester out online, the grading and activities will reflect our current unusual times.

There are four grading categories: Participation (zoom sessions), Written Reflections (Schoology Discussion Posts), The Student Completed Weekly Time Log that documents all work completion during class, and Activities (Fridays). Below are grading rubrics for each category:

Participation

100 (A) - Student logged onto Zoom and participated in our instructional dialogue.
70 (C) - Student missed the Zoom session but checked in with me afterwards
60(D) Student missed the Zoom, didn't respond at all that week

Written Reflections

100 (A) - Student completed the daily Schoology Discussion Post
60 (D) - Student did not complete the daily Schoology Discussion Post

Weekly Time Log

100 (A) - Student accounted for all independent work time during class
60 (D) - Student did not account for independent work time during class

Activity

25 (A) - Student completed the activity
0 (NC) - Activity not completed

If you are enrolled in an Acellus on-line course, then you need to dedicate this time to online course completion as much as possible.

Student Signature & Date: _____

Parent Signature & Date: _____

PCHS eLearning Grade Policy 9.25.20
PCHS Department: TECHNICAL EDUCATION

eLearning Department Grading Purpose and/or Philosophy: Each PLC has separate grading scales but the purpose of our Tech Ed is to ensure students can show mastery of each learning target through Performance Tasks and written work. The performance task could be in the form of oral assessments, portfolios, or projects based on each course.

Grade Scale:

100-90	**A**
89-80	**B**
79-70	**C**
69-60	**D**
59-0	**NC (No Credit)6 ed by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.**

Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

Department/PLC/SLC Policies

1. **Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

-Students are expected to show mastery in the Tech Ed courses through Performance Tasks and evidence-based writing in the form of FRQ or short answers.

2. **Provide weighted category values, if used.**

-If a course category is not mentioned below, it's based on point values:

A.Kim:
AP Prep- 10%
Classwork- 40%
Final Exam- 15%
Participation- 15%

Project+Assessments- 20%
C.Calhoun: Classwork/Participation - 25% Homework - 25% Assessments/Projects - 30% Final - 20%
Vieira: Assignments = 30% Final Project = 10% Projects = 60%
AGIUS Practice / Process → 40% Artifact Completion / Digital Portfolio Upkeep → 40% FINAL Maker Portfolio → 20%

NEWBILL: Hobbies Weekly Practice 30% Participation (Zooms) 25% Projects #1-3 (total) 25% Final Project 20%

Kolavo - Business Enterprise Activities - 30% Department - 30% Participation - 30% Final - 10%

Kolavo - Entrepreneurship Work- 30% Projects- 30% Participation - 30% Final - 10%

Sports Entertainment Marketing - Kolavo Work- 30% Projects- 30% Participation - 30% Final - 10%

3. **Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.**

- Students are given a week to make up any missing assignments; some classes have a 10% penalty each day (AP). After a week, students will be given individual circumstances to make up late work beyond the week.

4. **Explain Late Work/Make-Up Work practices**

- Students who turn in late work will either get unsatisfactory grades in work habits or will get points deducted from the assignment (depends on the instructor/class). Make up assignments will be accepted prior to each grading period (progress report).

5. **Consider noting whether you round up grades or not and why.**

- FINAL grade is rounded up, especially due to the circumstances right now.

6. **Include established, common rubrics**

- We do not have a common rubric because we all teach different courses.

7. **Include AP courses and singleton course policies**

- AP CSP is set to meet AP standards: students are expected to meet the deadline of each assignment that's due. If it's late then students will be penalized 10% each day with the latest day to accept late work is one week or five school days. Students are always encouraged to turn in assignments and not leave it as missing.

PCHS eLearning Grade Policy 9.25.20
PCHS Department: **Visual & Performing Arts**

Departmental Grading Philosophy

VAPA grades in a variety of ways. We embrace the concept of growth grade particularly because we want to encourage all students to develop their discipline of artistry, not just the students who are considered the "naturally" talented ones. Advanced, intermediate and beginning classes adhere to a criteria based on the topic.

As a department, we follow the following GRADE SCALE:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	NC (No Credit)

A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.

In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed-upon date in which to complete any assignments.

PCHS Make-up Policy
Students are given the opportunity to make up homework, assignments, assessments, and schoolwork that was missed because of school activities, an excused absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. A reasonable makeup schedule includes one class

extension for every class the student has missed. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence. It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of truancies or uncleared absences, the opportunity to make up missed work. Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class time. Teachers must give written permission for students to miss their class in order to make up work for another class. Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.

FARRELL GRADING

CLASS WORK	50%
ASSESSMENTS	20%
PROJECTS/PERFORMANCES	20%
HOMEWORK	10%

LATE WORK: For every school day an assignment is late, you will lose 10% off your total grade. For example: if an assignment is due on Tuesday but you turn it in on Thursday, the highest grade you can get on that assignment is 80%. Penalties for lateness shall not exceed 40% off. This means that if you turn in an assignment 3 weeks late you will receive a maximum grade of 60%. Late work can be resubmitted for a higher grade minus the late penalty. ZEROS Failure to turn in any assignment can and will result in a grade of zero for the assignment.

FRACCHIOLLA GRADING

PARTICIPATION	30%
EFFORT	20%
TESTS/QUIZZES/PROJECTS	40%
FINAL PROJECT.	10 %

LATE WORK: Late Work Policy: Late work is accepted with points off per day late. Late work point deduction never falls below a C. Late work is not accepted after 14 calendar days past the due date. The 2 week late work grace period is due to the fact that 5 minute video assignments can be lengthy to watch each one several times to properly assess. It is not possible to grade months of lengthy films from several students at the end of the semester AND keep up with grading the end of the semester final projects.

JAKUS GRADING

PARTICIPATION	30%
EFFORT	20%
PROJECTS	40%

FINAL PROJECT 10%

Late Work Policy: Late work is accepted with points off per day late. Late work point deduction never falls below a C. Late work is not accepted after 14 calendar days past the due date. The 2 week late work grace period is due to the fact that 5 minute video assignments can be lengthy to watch each one several times to properly assess. It is not possible to grade months of lengthy films from several students at the end of the semester AND keep up with grading the end of the semester final projects.

TURNBLOM GRADING	Advanced	Beginning
PERFORMANCES, PROJECTS, TESTS, QUIZZES	40%	35%
ASSIGNMENTS	30%	35%
READINESS, ENGAGEMENT, AND PARTICIPATION	30%	30%

Follows PCHS make-up policy.

VILLAGRAN GRADING

HOMEWORK	25% (Writings/research/reflections/quizzes and tests)
PARTICIPATION	10% (Paperwork/registrations/supplies/Organization)
PROJECTS	40% (Completed projects)
SKETCHES	25% (Process/progress on each projects)

Follows PCHS make-up policy. Late work is accepted during each grading period with a tiny 5 point penalty unless the student had an emergency. It is not possible to go back to extended projects after the grading period was entered. When a student is absent, it is her/his responsibility to ask the teacher for missed work.

PEREYRA GRADING

PERFORMANCE	55% (Test, Quizzes, Projects, Common Assessments)
EFFORT	40% (Hw, Cw, Project Process Checks,Organization & Supply Checks)
PARTICIPATION	5% (Zoom Participation Tasks (Question of the Day), Zoom Punctuality and/or Communication)

Follows PCHS make-up policy.

SMITH, C./SMITH, M. GRADING

Points Based / Effort / Growth- Grading System based on the following areas:
PARTICIPATION
EFFORT
TESTS/QUIZZES/PROJECTS

LATE WORK: Late Work Policy: Late work is accepted with points off per day late. Late work is not accepted after 14 calendar days past the due date.
NO SUBMISSION = 0 points
MAKE-UP WORK POLICY
If you are absent, it is YOUR RESPONSIBILITY to find out what you missed and get any notes from your classmates and/or teacher. Classwork make-ups are a must. (See Make-Up Policy in the course syllabus.)

STEIL GRADING

PERFORMANCE	55%
EFFORT	40%
COOPERATION	5%

Follows PCHS make-up policy.

STOYANOVICH GRADING

CLASS WORK	50%
ASSESSMENTS	20%
PROJECTS/PERFORMANCES	20%
HOMEWORK	10%

Follows PCHS make-up policy.

UNT GRADING (Ceramics 1)

PROJECTS: Completed	40% (Completed project pictures)
PROJECTS: Process	35% (Process pictures, sketches, planning questions, reflections)
FORMATIVE CHECK	15% (Questions, quizzes, mini-reports, discussion boards, etc.)
PARTICIPATION	10% (Zoom, shares camera, follows guided instruction, etc.)

UNT GRADING (Ceramics 2)
No categories. Students are 2nd year, and are making varied, independent projects, paced to their full potential.
Students submit weekly progress/completed project pictures.
Prior to completing a new project, students submit planning sketches/images.

Missing Work: If a student does not complete their assignments, the student will not receive points. Missing assignments will lower the grade in the class, and many missing assignments might make it difficult to pass the class. It is the responsibility of the student to communicate with the teacher regarding any difficulties with completing assignments, so the teacher can assist the student with additional help, support, tutoring during office hours, or providing alternative assignments. **Late Work:** Assignments that are turned in late will be accepted without penalty. Students have until the grading period to receive full credit. Work turned in after the grading

period will receive half credit. Progress 1 is October 8, Progress 2 is November 12, Final is December 4th

Elements of the Policy to include:
Department/PLC/SLC Policies

1. Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).
2. Provide weighted category values, if used.
3. Explain the use of the Missing Assignment, No Credit Values, Zero Value in the grade system.
4. Explain Late Work/Make-Up Work practices
5. Consider noting whether you round up grades or not and why.
6. Include established, common rubrics
7. Include AP courses and singleton course policies

World Languages Grading Policy

I. Grading scale - Standard Covid 20-21SY (Choose in Gradebook Scale in Grade Setup)

A: 100-90%
B: 80-89%
C: 70-79%
D: 60-69%
NC: 0-59%

II. Categories/Weights

A. Performance - 40% May include:
    a. Summative projects
    b. Evaluative assignments designed to show what a kid knows
    c. Essays and paragraphs
    d. Presentations
    e. Discussion posts
    f. Oral quizzes
    g. Projects
B. Practice - 40% May include:
    a. Formative assignments
    b. Assignments designed to let kids practice safely
    c. Graded on completion and effort
    d. Edpuzzles
    e. Grammar and vocabulary practices
    f. Discussion posts
    g. Quizlet completions
    h. Peardeck answers
C. Participation - 20%
    a. Showing up to meetings and being there on time
    b. Cameras on with appropriate attire and face visible
    c. Participation in activities without being on phone or doing other things while in class

III. Other Grading Specifications

A. Make-ups - Teachers will accept late work for 2 weeks after the due date for 90% of what an assignment would have been given had it been turned in on time.
B. Extra-credit - Discretion of teacher. (Marginal - Cannot move a student more than 3% of grade.)
C. Rounding - Discretion of teacher, up to 1%.
D. Dropping grades - discretion of teacher

E. Assessment Integrity - While we're online, we are facing tremendous issues of academic integrity. Teachers reserve the right to reassess students in a different format at a different time to ensure mastery of material.

AP Policy: Teachers of AP courses will provide their own syllabus with grading scale and grading specifications. If it is a shared 4 and AP class, the teacher will provide his or her own syllabus.

Coversheet

PCHS Reopening Protocol

Section: IV. Academic Excellence
Item: B. PCHS Reopening Protocol
Purpose: FYI
Submitted by:
Related Material: Reopening Protocol for Palisades Charter High School.pdf

PALISADES CHARTER HIGH SCHOOL
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Reopening Protocol for Palisades Charter High School

COVID-19 is a disease caused by a new strain of coronavirus. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

Palisades Charter High School, in agreement with the County of Los Angeles Department of Public Health, is adopting a staged approach supported by science and public health expertise, to reopen our school safely for the students we serve. Additionally, the school follows the conditions imposed by the State Public Health Officer and the California Department of Education, and is also in compliance with employee and student safety and infection control protocols addressing the following five key areas:

- Workplace policies and practices to protect employee and student health
- Measures to ensure physical distancing
- Measures to ensure infection control
- Communication with employees, students and families of students and the public
- Measures to ensure equitable access to critical services.

A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF AND STUDENTS

1. COVID-19 Containment, Response, and Control Plan
    a. The COVID-19 Compliance Team is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. The team includes:
        - The Executive Director/Principal
        - The Director of Admissions and Attendance
        - The Director of Student Support Services
        - The Director of Human Resources
        - The Director of Operations
        - The School Nurse – Liaison to Department of Public Health in the event of an outbreak on campus
    b. Upon notification of school officials that any member of the school community (faculty, staff, student, or visitor) tests positive for, or has symptoms consistent

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with COVID-19

- The identified individual will be immediately separated from the school community to self-isolation should the notification occur on-site.
- Temporary isolation will be provided on-site if arrangements are needed for the individual's return to their home.
- Factsheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with additional information.
- The name and contact information of the identified case will be provided to the DPH within 1 business day of notification of case confirmation.

c. The School Exposure Management Plan will go into effect simultaneously with the identification and isolation of the COVID-19 case.
   - Exposed persons on-site will be identified and listed. Written instructions for quarantine and other informational materials will be given to these individuals (or parents if contacts are students), and they will depart campus to quarantine at home as directed. This list and contact information for each person will be provided to the DPH within I business day of notification of a confirmed case.
   - Exposed employees will contact their medical provider and identify as an exposed essential worker for prioritized testing.
   - Exposed non-employees will be given a current listing of testing resources. Such individuals may choose to see their own provider.
   - Contact information for the School Nurse will be provided to all exposed individuals to use as needed and/or to share with their selected medical provider or testing site.
   - Exposed individuals will be asked to inform the school of test results. This is important to determine the extent of disease spread at the school and to serve as a basis for further control measures.

d. A cluster of cases (three or more cases within 14 days) identified on campus will be reported to the Department of Public Health via email at ACDC-Education@ ph.lacounty.gov or by calling (888) 397-3993 or (213) 240-7821.

e. A Plan for full or partial closure of in-person school operations is available should that become necessary based on an outbreak (as defined above) in school, or in the community.

f. Access to periodic surveillance testing for all school personnel will be provided through Human Resources upon order of the Public Health Department based on local disease trends, and /or resolution of an outbreak at school.
    - All results of surveillance testing will be reported to the Public Health Department.

2. Employees (those above age 65, and those with chronic health conditions that would place them at high risk if infected) are assigned work that can be done from home whenever possible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
3. All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. Human Resources has provided information to employees regarding employer or government sponsored leave benefits, including their right to paid sick leave as guaranteed by the Families First Coronavirus Response Act.
4. Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is not permitted.
5. Employee Symptom Checks are conducted before employees may enter the workspace. Checks include questions 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.
6. A temperature check with a “no touch” thermometer is included.
7. Anyone entering school property who has contact with others (students, parents, or other employees) is required to wear a cloth face covering.
    a. 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.
    b. 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 follow State directives, as long as their condition permits it.
        - A drape that is form fitting under the chin is preferred.
    c. Masks with one-way valves should not be used.
    d. 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.
    e. A medical grade mask is provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child’s use of a cloth face covering.
    f. Staff working with students who are unable to wear a face covering or shield due

to a medical contraindication will be provided approved and appropriate PPE based on job specific duties and risks and maintain social distancing as much as possible.

8. Employees are instructed to wash or replace their face coverings daily. Parents are instructed to ensure that children have clean face coverings.
9. All individual employee workstations or areas used by employees working as part of a team allow for separation of at least 6 feet. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher's desk and the nearest student(s).
10. In compliance with wage and hour regulations, breaks are staggered to ensure that physical distancing can be maintained in break rooms.
11. All employees, on-site contractors, vendors, and delivery personnel have been provided instructions regarding maintaining physical distancing and the required use face coverings when around others.
12. Break rooms, restrooms, classrooms, and other common areas used or visited by staff are disinfected frequently, on the following schedule:
    a. Break rooms _____
    b. Restrooms_____
    c. Classrooms _____
    d. Laboratories _____
    e. Nurse's office _____
    f. Attendance office _____
    g. Counseling office _____
    h. Main office _____
    i. J110_____
    j. Special Education restroom/laundry room_____
    k. J120 classrooms/meeting room (downstairs)_____
    l. J120 upstairs (Student Support Director and Assistant offices_____
13. High touch areas in staff breakrooms are frequently disinfected, and commonly shared items, such as coffee pots, pots, and dishes, are replaced with single use items or thoroughly cleaned after each use by a different person.
14. Disinfectant and related supplies are available to employees at the following location(s):

    _____

15. Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations:

a. Building entrance/s and exit/s
b. Building A Offices
c. Classrooms
d. Faculty breakroom
e. Library
f. Gyms
g. Mercer and Gilbert Halls

16. Soap and water are available to all employees at the following location(s):

_____

17. Employees are offered frequent opportunities to wash their hands.
18. Each employee is assigned their own tools, supplies, equipment, and defined workspace to the extent feasible. Sharing of workspaces and held items is minimized or eliminated.
19. Copies of this Protocol have been distributed to all employees.

B. MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS AND VISITORS

1. The maximum number of employees permitted in our school to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible is _____.
2. The maximum number of students permitted in our school to ensure that no more than10% of the total student body at any one time and to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible is 305.
3. Physical distancing on school busses is ensured by:
    a. One child is permitted per seat.
    b. Alternating rows are utilized.
    c. Staggered school start times to permit more than one trip per bus at school start and close
    d. School opens at _____ with staff present at drop-off area to assure safety to school building entry.
4. Measures in place to ensure physical distancing as students, parents, or visitors arrive at entry to school include:
    a. Students exit busses or other vehicles single file through one door
    b. School employees are deployed to meet incoming busses, cars and students arriving on foot or by bicycle to assure distancing is maintained and avert gatherings.
    c. Tape is used to help students maintain physical distancing as they line up to enter the school.

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d. Multiple entrances and exits are used to avoid overcrowding at arrival and dismissal with adequate monitoring of arriving and exiting students and employees.

5. Measures are in place to ensure physical distancing as students, parents or visitors enter and move through the school building. These include:
    a. Schedules are adjusted to ensure that only one cohort is moving through common areas at one time.
    b. School employees are deployed at and near doorways to assure physical distancing as students go through symptom checks and proceed to classrooms.
    c. A maximum of 1 rider at a time is permitted on the elevator; all are required to wear cloth face coverings.
    d. Stairways are monitored by staff to prevent overcrowding.
6. Physical distancing within classrooms is ensured by:
    a. A cohorting approach that has been adopted school-wide maintaining a stable group of no more than 12 students and no more than 2 supervising adults in a supervised environment in which supervising adults and students stay together for all activities (including breaks and lunch) and avoid contact with people outside of their group in the setting throughout the entire school day.
        - In-person class size has been limited to 12 students in our high school per class.
        - Online class attendance and participation is offered as an option for all students for all classes.
        - Alternative spaces are used to reduce the number of students within classrooms including:
            - Library
            - Mercer or Gilbert Hall
            - Gymnasium
            - Outdoors
    b. Classroom furniture is set up to ensure 6 feet between students at their desks/tables and between students and teachers (placement of desks/tables, use of floor markings to indicate required distance, etc.) to the extent feasible. Where 6 feet of distance is not possible, physical barriers are used to minimize close contacts.
    c. Furniture designed for in-class group activities that bring students closer than 6 feet has been reconfigured or removed from the classroom.
    d. Teaching methods have been modified to avoid close contact between students in laboratories and other classes that may usually involve group activities
7. Gym class activities are selected to permit physical distancing; contact sports are not permitted.
    a. We enforce physical distancing in locker rooms by:

- Offering access to locker rooms only when staff supervision is available.
- Staggering locker room access

8. Measures in place to maintain physical distancing during school meals include:
    a. To the extent possible, meals are eaten in classrooms or outdoors, without any mingling of students from different classrooms
    b. Tape is used to assure a 6-foot distance between any two students in line to pick up food.
    c. Staff are deployed during meals to maintain physical distancing.
9. Food preparation and service operations have been redesigned to achieve physical distancing between employees.
10. Physical distancing in school areas used for student support services is achieved by:
    a. Student support staff, including school employees (nurses, guidance counselors, therapists, etc.)and employees of adjunct support programs (clinicians, health educators, etc.) maintain a physical distance of at least 6 feet to the extent feasible while engaging in student support activities.
    b. Furniture and equipment in school areas used for student support services is arranged to promote a 6-foot distance between any two students and/or between students and staff.
    c. Where feasible and appropriate, therapeutic and support activities are conducted virtually.
    d. Sharing of equipment and supplies is avoided where possible. Should equipment need to be shared, it must be sanitized before and after each use by a different student and/or employee.
    e. Staff offering student support services are provided with appropriate PPE per Cal OSHA requirements.
11. Measures in place to permit physical distancing in administrative areas of the school include:
    a. Signage alerting visitors to the need to maintain a 6-foot distance from school office personnel.
    b. Tape or other markings are used to define a 6-foot radius around reception desks or counters.
    c. Workstations of administrative personnel have been arranged to permit 6 feet between individuals sharing a space or between office personnel and students or other staff required to visit the space.
    d. Physical barriers are in place when a 6-foot distance is not available.

C. MEASURES TO ENSURE INFECTION CONTROL

1. Screening is conducted before students, visitors and staff may enter the school. Screening includes a check-in concerning cough, shortness of breath or experience of fever and any other symptoms the visitor may be experiencing. These checks can be done remotely (using a digital app or other verifiable approach) or in person upon arrival. A temperature check with a no-touch

thermometer is included in the symptom check at entry.

a. Adult visitors and staff who screen positive at entry or who report symptoms at any point during the school day are instructed to return home and self-isolate as required by Health Officer Order of July 1, 2020 (see July1 Isolation HOO.pdf).

b. Students who screen positive at entry or who report symptoms at any point during the school day are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while arrangements are made for their return home.

c. The COVID-19 Compliance Team (see Section A) is informed of any positive screening result in the school and initiates the School Exposure Management Plan consistent with DPH directives.

d. Adult visitors and staff who have had close contact with an individual who has screened positive are instructed to return home to self-quarantine as required by Health Officer Order of July 1, 2020, until such time as it has been determined that the individual screening positive for COVID-19 symptoms is negative for COVID-19. (see July 1 Quarantine HOO.pdf).

e. Students who have had close contact with an individual who has screened positive for COVID-19 symptoms are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer Order of July 1, 2020, until such time as it has been determined that the individual screening positive for COVID-19 symptoms is negative for COVID-19. (see July 1 Quarantine HOO.pdf).

2. Screening of adults and of high school age students includes a question about close contact with anyone at home, school, or elsewhere that the individual has been told has tested positive for COVID- 19.

   a. Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID- 19.

   b. Any high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.

3. Measures are in place to limit risk of infection due to visits by individuals other than staff and students. Including:

   a. Visits to the school by individuals other than staff and students are avoided

whenever feasible. Parents of enrolled students are encouraged to conduct business with school personnel remotely when possible.

b. Visitors to the school other than parents of enrolled students are limited to those who are essential for the school's operation. Visitors are by appointment only and are pre-registered in a visitor log that includes a visitor's name, phone number and email address. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information is captured in the visitor log.

c. Visitors arriving at the school with non-enrolled children (e.g. younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if 2 or older and not at risk due to a respiratory condition.

d. Movement of visitors within the school is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible. Visitors are not permitted to interact with any cohorts.

e. Visitors arriving at the school are reminded to wear a face covering at all times while in the school. 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 our employees and other visitors, a face covering should be made available to visitors who arrive without them.

4. The following measures are in place to promote optimal ventilation in the school:

   a. At least 50% of classroom learning, meals, and activities have been moved to outdoor space whenever feasible and weather permitting.

   b. The school HVAC system is in good, working order.

   c. HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.

   d. Portable, high-efficiency air cleaners have been installed if feasible.

   e. Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.

   f. Air filters have been upgraded to the highest efficiency possible.

5. Measures are in place to ensure appropriate cleaning and disinfecting of space, surfaces, and objects throughout the school. These include the following:

   a. A cleaning and disinfecting schedule has been established in order to avoid

both under- and over- use of cleaning products.

b. Buses are thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are disinfected after every completed bus route.

c. Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected at least daily and more frequently as resources allow using appropriate products (see below).

d. Use of shared objects is eliminated wherever possible, for example, water fountains are shut down and individual water bottles are provided as an alternative.

e. Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.

f. Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list “N) are used according to product instructions.

g. To reduce asthma risk disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid) are selected. Products which contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds are avoided when possible.

h. Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer’s directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.

i. Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product.

j. All cleaning products are kept out of children’s reach and stored in a space with restricted access.

k. Ventilation is maximized during cleaning and disinfecting to the extent feasible If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.

l. Enhanced cleaning of school premises is done when students are not at school with adequate time to let spaces air out before the start of the school day.

m. Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

n. Restrooms, lobbies, break rooms, and lounges and other common areas are being disinfected frequently, on the following schedule:

- Break rooms _____
- Restrooms _____
- Classrooms _____
- Laboratories _____
- Nurse's office _____
- Attendance office _____
- Counseling office _____
- Main office _____
- J110_____
- Special Education restroom/laundry room_____
- J120 classrooms/meeting room (downstairs)_____
- J120 upstairs (Student Support Director and Assistant offices_____
- Cafeteria food preparation area
- Cafeteria food selection area

6. Measures are in place to ensure use of appropriate face coverings by all staff, students, and visitors at all times. These include:

a. Staff, parents, and students are informed of the requirement for cloth face coverings prior to the start of school and on a regular basis throughout the school year.

b. All children over age 2 are required to wear cloth face coverings at all times while

on school property except while eating, drinking, or carrying out other activities that make that preclude use of face coverings.

c. Staff working with students who are on Individualized Education or 504 Plans or who cannot use or tolerate cloth face coverings or shields due to a medical contraindication will be provided approved and appropriate personal protective equipment (gloves, masks, gowns, etc.). based on job specific duties and risks and maintain social distancing as much as possible.

d. Information is provided to staff, parents and students concerning proper use of cloth face covering including the need to wash cloth face coverings after each day's use.

e. Signage at the entry to the school, at the entry to the school offices and throughout the school building reinforces this requirement and the depicts proper use of cloth face coverings.

f. As feasible, two cloth face coverings are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own cloth face coverings.

g. Staff who are deployed at school entry or in hallways or other common areas to reinforce physical distancing also remind students of rules concerning use of cloth face coverings.

h. Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) which may not permit physical distancing are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.). as appropriate.

i. Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building.

j. Staff and students who are alone in closed offices, walled cubicles or other private, enclosed spaces are not required to wear cloth face coverings. Students may also remove cloth face coverings when eating or when wearing a cloth face covering is otherwise impracticable (e.g., while showering, etc.).

7. The following measures are in place to ensure frequent hand washing by staff, students, and visitors:

   a. Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly. Each cohort is required to use a designated bathroom; should more than one cohort be assigned to use the same bathroom; a color-coded system is used to minimize students from different cohorts using the bathroom at the same time.

   b. Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

c. Staff model frequent, thorough, and complete handwashing at portable handwashing stations, in laboratories within science classes, in art classes, and in the Health Office.

d. Ethyl alcohol-based, hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing station (in or near classrooms, rooms in which support services are provided, music and art rooms).

e. Hand sanitizer based on isopropyl alcohol is not used in the school given its potential toxicity.

f. Faculty and staff are aware of the risk of ingestion of any alcohol-based hand sanitizer and know that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer.

g. Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions.

8. Infection control is ensured in the school cafeteria or any other site at which food is served or picked up.in the following ways:

   a. Buffet and family style meals have been eliminated.

   b. Food options include prepackaged meals and snacks, hot meals served by cafeteria staff and/or food brought by students from home.

   c. Physical barriers are in place where needed to limit contact between cafeteria staff and students.

D. MEASURES THAT COMMUNICATE TO THE CAMPUS COMMUNITY AND THE PUBLIC

1. Information will provided to parents and students concerning school policies related to the following prior to students coming on campus for supports and services or classroom instruction:

   a. Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed to COVID-19.

   b. Options for COVID-19 testing if the student or a family member has symptoms or has been exposed to COVID-19.

   c. Who to contact at the school if student has symptoms or may have been exposed to COVID-19.

   d. How to conduct a symptom check before student leaves home.

   e. The schools' required use of face coverings.

f. The importance of student compliance with physical distancing and infection control policies.

g. Changes in academic and extracurricular programming in order to avert risk.

h. Changes in school meals in order to avert risk.

i. School policies concerning parent visits to school and the advisability of contacting the school remotely.

j. The importance or providing the school with up-to-date emergency contact information including multiple parent contact options.

k. The necessity of a plan to have the student picked up from school as soon as possible when notified by school officials that signs and symptoms of COVID-19 are observed in the student OR that exposure to COVID-19 has occurred.

- ✓ A copy of this protocol is posted at all public entrances to the school.
- ✓ Signage has been posted throughout the school reminding staff and students of policies concerning physical distancing, use of face coverings, and importance of hand washing.
- ✓ Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- ✓ The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
- ✓ Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face coverings, physical distancing, and hand washing.
- ✓ Online outlets instruct students, parents, employees, and teachers on how to contact the school in case of infection or exposure.

E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES

1. A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.

- This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child's education and safety are being addressed.
- Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.

- Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.

2. Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

You may contact the following person with any questions or comments about this protocol:

Business Contact Name: _____

Phone number: _____

Date Last Revised: _____

Coversheet

2020-2021 Budget Update

Section: V. Finance
Item: A. 2020-2021 Budget Update
Purpose: FYI
Submitted by:
Related Material: V.A_B - 2020-2021 Budget Updates.pdf

2020-2021 BUDGET UPDATES

By: Juan Pablo Herrera & Arleta Ilyas

2020-21 budget has been updated with the latest assumptions, resulting in a decreased ending fund balance

- Updated Title I-IV estimates (per CDE): -$25.9k
- Impact of Negotiations: -$650,187
- CAPEX: -$25k
- Furniture: -$25k
- Hybrid (one month): -$263k

Category	2020-2021 Board Approved Adopted Budget, 6/5/20	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)
Revenue	$ 33,662,742	$ 36,618,377	$ 36,592,620
Expense	$ 33,888,246	$ 35,182,349	$ 36,186,891
Net ending balance, financial reporting	$ (225,503)	$ 1,436,029	$ 405,728

The fiscal impact of a hybrid model

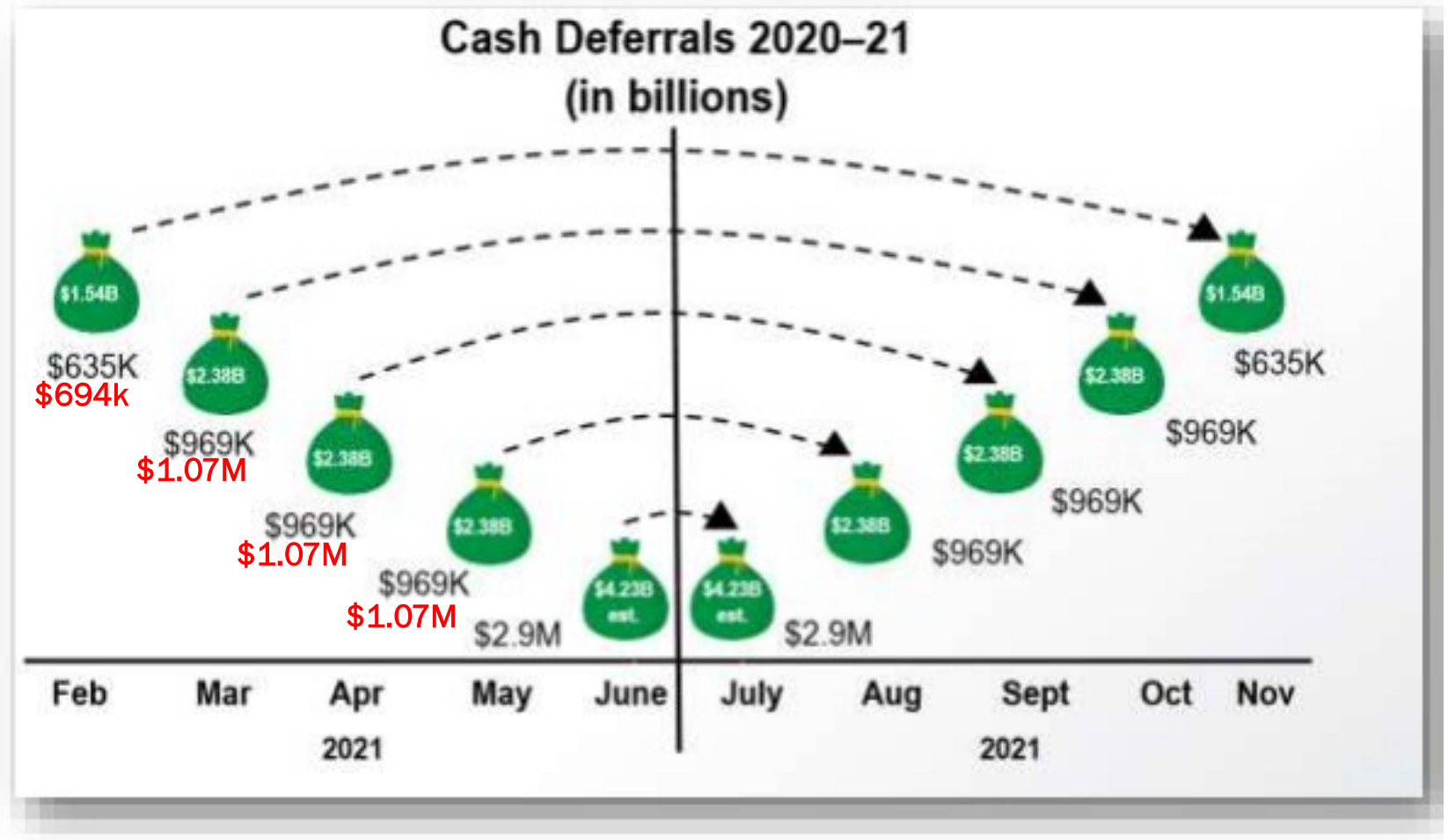
- Hybrid costs are a preliminary estimate and will continue to change as public health experts share more information
- The view below shows the impact to our ending fund balance

Category	2020-2021 Board Approved Adopted Budget, 6/5/20	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)	Budget Updates 10/1/2020 (3 months hybrid)	Budget Updates 10/1/2020 (5 month hybrid)
Revenue	$ 33,662,742	$ 36,618,377	$ 36,592,620	$ 36,592,620	$36,592,620
Expense	$ 33,888,246	$ 35,182,349	$ 36,186,891	$ 36,460,891	$36,734,891
Net ending balance, financial reporting	$ (225,503)	$ 1,436,029	$ 405,728	$ 131,728	$ (142,272)

CASH FLOW

PCHS Updated Cash Deferral Schedule

Deferrals	state wide LCFF rcvd		% defer	To defer
Feb 21	1.54	616,136	53%	694,792
Mar 21	2.38	235,967	82%	1,074,961
Apr 21	2.38	235,967	82%	1,074,961
May 21	2.38	235,967	82%	1,074,961
June 21	4.23	-	100%	2,900,414
total to defer 20/21				6,820,088



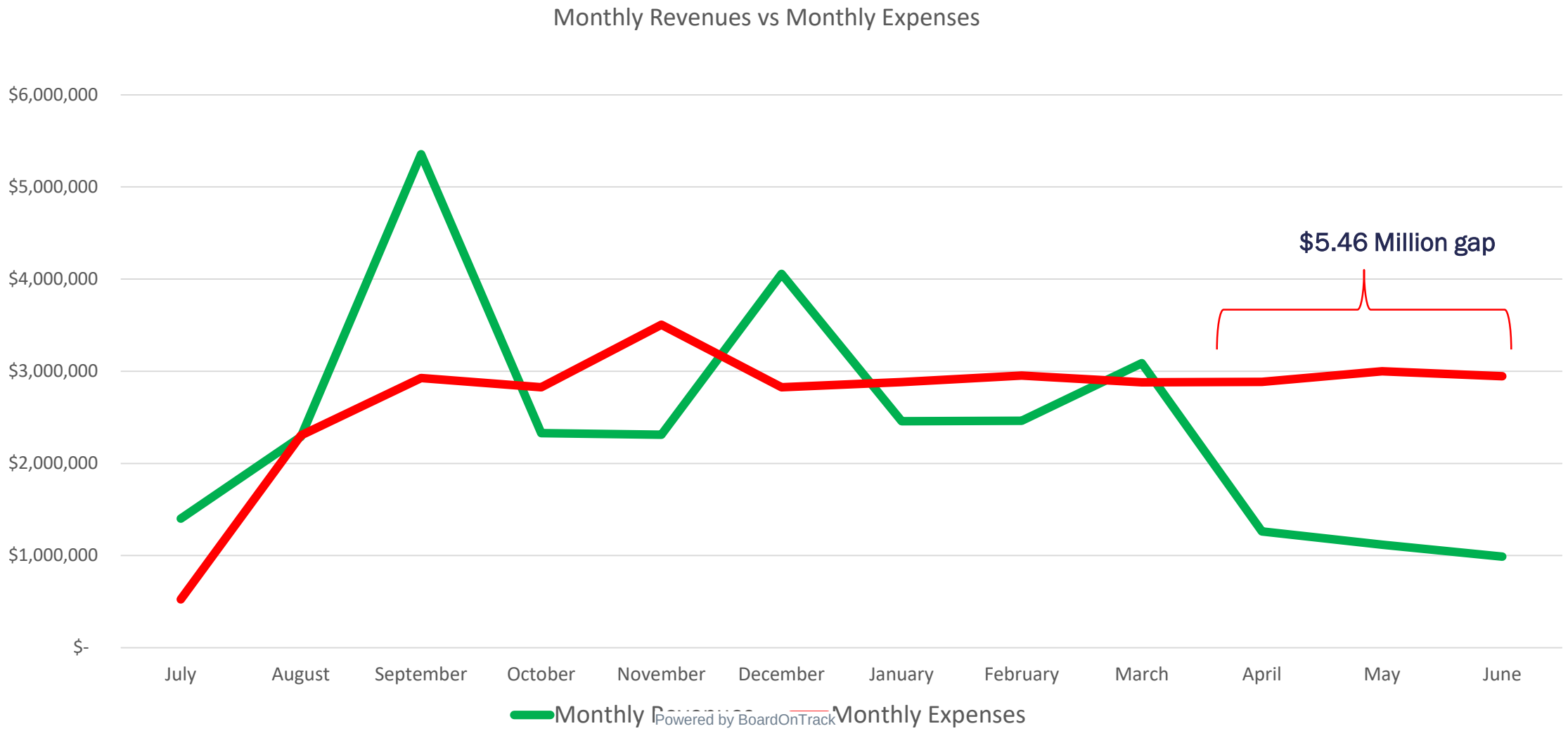
Was $6.44 Million

NOW $6.82 Million

PALISADES CHARTER HS Description		Budget 2020-21	July	August	September	October	November	December	January	February	March	April	May	June
STARTING CASH			**8,775,858**	9,730,597	11,052,855	13,482,572	12,982,988	11,790,580	13,019,732	12,593,815	12,101,897	12,310,243	10,686,749	8,804,588
A. REVENUES														
1) Revenue Limit Sources	+	29,539,379	1,238,145	1,747,996	3,623,732	1,984,140	1,984,140	3,623,732	1,984,140	1,794,256	2,464,619	825,027	825,027	589,060
2) Federal Revenues	+	2,647,697	36,159	72,318	1,215,926	64,314	64,314	169,283	64,314	296,697	236,716	58,288	58,288	171,307
3) State Revenues	+	1,203,855	-	155,796	253,677	1,230	1,230	1,230	145,873	1,230	137,499	145,873	1,230	2,059
4) Local Revenues	+	3,201,689	127,757	312,742	262,291	278,115	262,291	262,291	262,291	370,364	249,094	233,270	233,270	225,785
PY Revenues Received		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	=	36,592,620	1,402,061	2,288,852	5,355,625	2,327,799	2,311,975	4,056,536	2,456,618	2,462,546	3,087,928	1,262,457	1,117,814	988,210
B. EXPENDITURES														
1) Certificated Salaries	+	14,903,837	-	1,120,357	1,198,306	1,198,306	1,722,477	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306
2) Classified Salaries	+	4,573,334	-	216,886	405,984	395,708	395,708	395,708	395,708	395,708	395,708	395,708	395,708	395,708
3) Employee Benefits	+	8,178,607	337,003	571,173	672,189	669,595	768,218	669,595	669,595	669,595	669,595	675,964	669,595	669,595
4) Books and Supplies	+	1,546,035	13,789	31,888	146,249	80,061	80,061	80,061	80,061	80,061	80,061	80,061	146,249	146,249
5) Services, Other Operating Expenses	+	5,518,420	148,641	246,426	441,910	418,606	472,811	418,606	473,758	527,963	473,758	473,758	527,963	473,758
6) Capital Outlay	+	427,866	5,890	78,764	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656
7) Other Outgoing	+	295,394	17,773	35,546	23,632	23,632	23,632	23,632	23,632	41,355	20,678	20,678	20,678	20,678
8)Interprogram/Interfund Support Costs	+													
9)Other Debt Service	+	58,338	2,592	2,483	1,983	5,821	5,821	5,821	5,821	5,821	5,821	5,821	5,821	5,821
Principal Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Expenses Paid		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYMENTS	=	35,501,831	525,688	2,303,523	2,925,908	2,827,383	3,504,383	2,827,383	2,882,535	2,954,464	2,879,581	2,885,951	2,999,975	2,945,770
NET REVENUES LESS PAYMENTS			876,373	(14,672)	2,429,718	(499,585)	(1,192,408)	1,229,152	(425,917)	(491,918)	208,346	(1,623,494)	(1,882,161)	(1,957,559)
D. TOTAL CASH MONTH ENDING	=		**9,652,231**	**9,715,925**	**13,482,572**	**12,982,988**	**11,790,580**	**13,019,732**	**12,593,815**	**12,101,897**	**12,310,243**	**10,686,749**	**8,804,588**	**6,847,029**

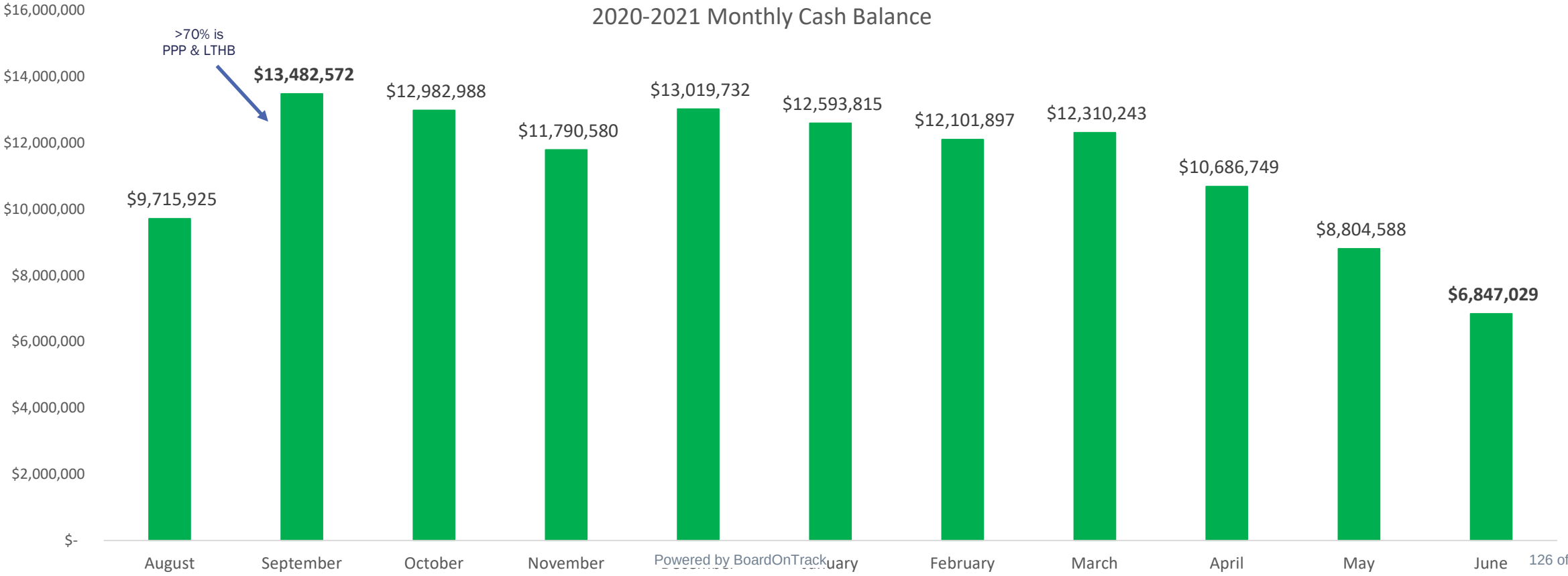
Monthly Revenues vs Expenditures

- Final 3 months of 2021 represent the biggest gap
- During this time period, expenses outpace revenues by $5.46 Million

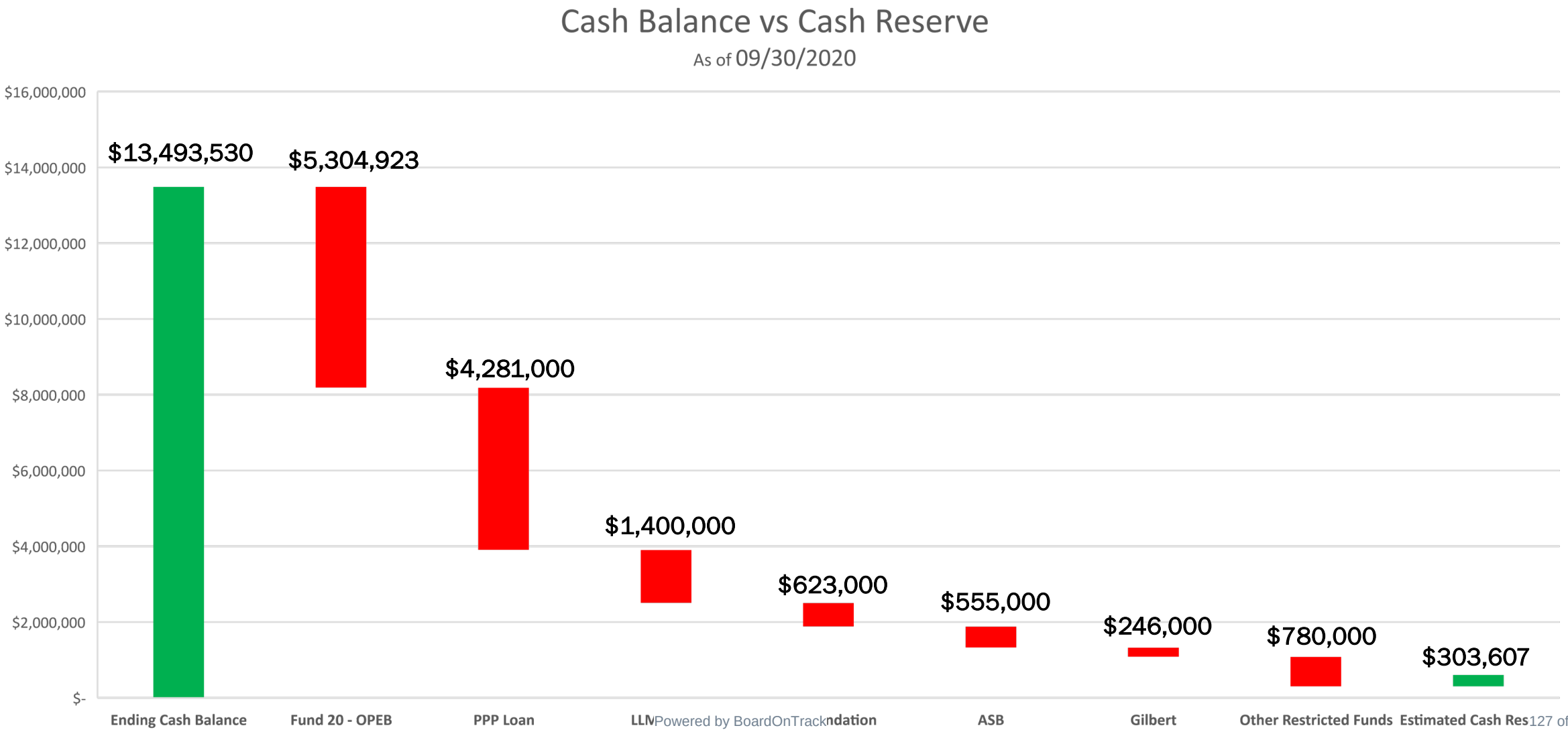


Our cash position indicates a healthy balance, yet the majority of funds have restricted use

- These figures represent our month-end cash balance (after accounting for revenues/expenses = cash that remains)
- Yes, we have enough cash to get us through deferrals. However, the majority of our cash on-hand is restricted.
- PCHS will need to spend PPP funds and explore an inter-fund transfer from Fund 20 (Lifetime Health Benefits)



Our September ending cash balance of $13.4 Million includes mostly restricted funds



CASH RESERVES

Cash Reserves

Cash

- The amount of actual dollars a district has in the bank or treasury at any given time.

Cash Reserve

- One-time only funds held by a district.
- Can have many different components
  - *Restricted funds, reserve for economic uncertainty, unallocated, committed*

Importance of Reserves

- Manage cash flow
- Mitigate volatility in funding
- Address unexpected costs
- Save for large purchases
- Obtain higher credit ratings

Cash Reserve Requirements

- Cash reserve requirements are based on a percentage (%) of current year General Fund expenditures

3%
- CDE/state minimum requirement (based on our size/ADA)
- Reserve for economic uncertainty

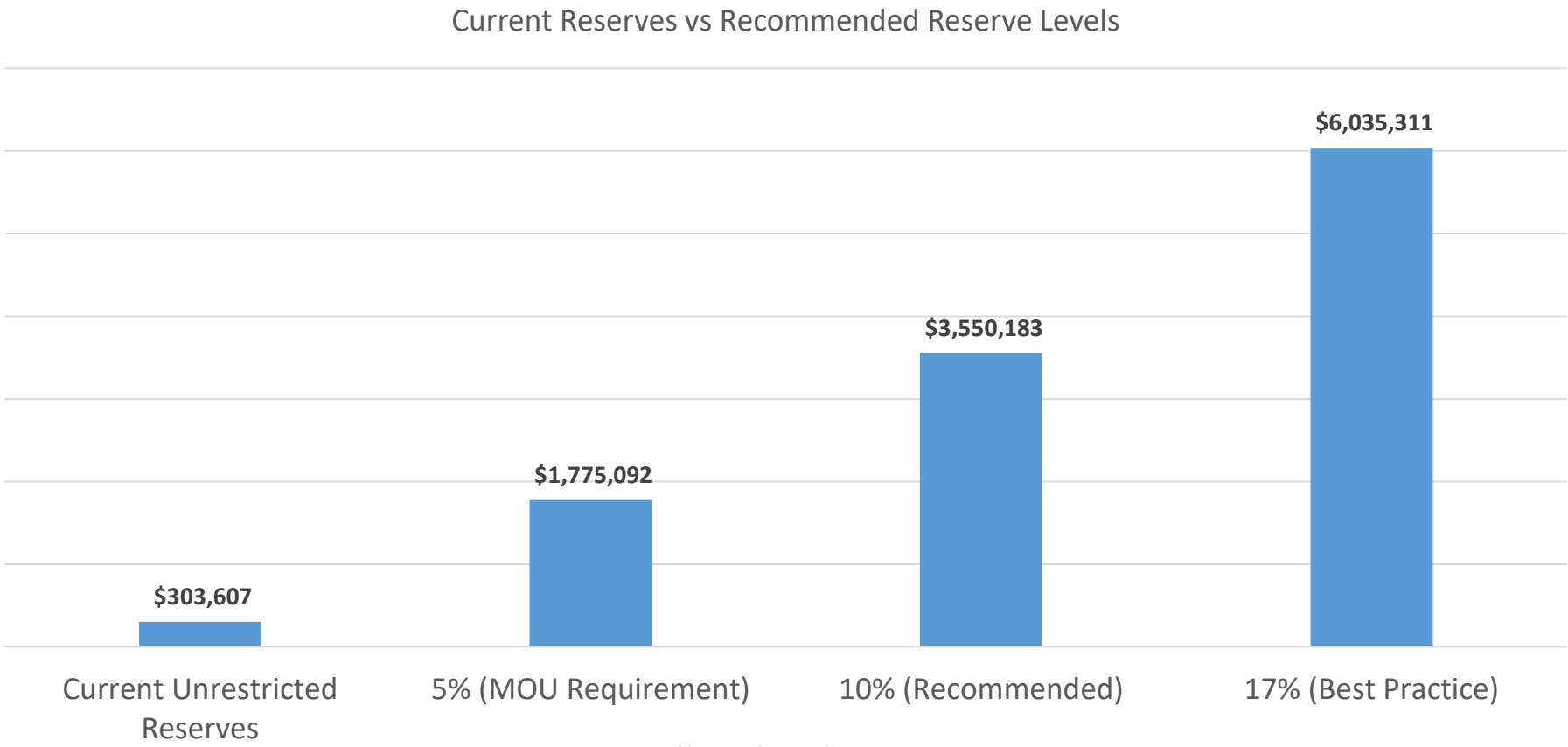
5%
- PCHS MOU states we must maintain a 5% cash reserve minimum
- FCMAT Charter Manual also states 5% minimum, but recommends upwards of 10% cash reserve

17%
- California Legislative Analyst Office (LAO) recommends 17% as a common practice among school districts
- While reserve levels vary by district, in 2018/19 the avg. across California school districts was 17% reserve

Although our minimum requirement is 5%. We recommend a cash reserve level of **10%**, with a plan to increase to **17%.**

Current Reserves vs Recommended Reserves

- Due to deficit spending in past years, PCHS needs a plan to rebuild reserves
- Keep in mind that as our expenditures grow, our reserve levels must increase appropriately



FISCAL PRIORITIES

Fiscal Priorities

- Building Reserves
- Lifetime Health Benefits
- Transportation
- Technology
- STRS/PERS Increases
- Hybrid Model Expenses
- IMA

DISCUSSION

PPP LOAN

PPP Overview

- Loan Amount: $4,606,000
- Funding Date: 5/14/2020
- Payback Period: 2 years (monthly P&I payment).
  - *Payments deferred for 1st 6 months*
  - *No prepayment penalty*
- Interest: 1%
- Location: Funds are currently in County Treasury (earning 1.5% interest)
- Allowable Expenditures: may be used to cover general operating expenditures
  - *"Payroll costs"*
  - *Costs related to the continuation of group health benefits during periods of paid sickness, medical, or family leave, insurance premiums*
  - *Mortgage interest (but not prepayments or principal payments), rent and utility payments*
  - *Interest payments on any other debt obligations that were incurred before February 15, 2020*
  - *Refinancing an SBA EIDL loan made between January 31, 2020 and April 3, 2020*
- We **will** be audited

PPP Forgiveness Overview

- Based on our funding date, allowable expenses made within an **8** week OR **24** week period may be considered for forgiveness
  - *Ex: If we funded on 5/14/20, then only expenses incurred within 24 weeks from that date may be considered for forgiveness. Anything spent outside that window may not be considered/evaluated for forgiveness.*
  - *We can only pick ONE reporting period. Either 8 week or 24 week*
  - *There are other factors/details that may slightly expand the window: payroll/pay-period date, date(s) of incurred expenses, etc.*
- Selecting a 24 week reporting window maximizes our forgivable expenses

Forgiveness Eligibility

- 60/40 Rule
  - *60% of loan must be used on payroll (no independent contractors). No more than 40% spent on mortgage, leases, utilities.*
  - *Payroll expenses are capped for those earning $100k+:*
- Staffing Requirement: FTE headcount at end of reporting period vs. a “reference period”
  - *A lower headcount may result in pro-rated decrease in PPP forgiveness.*
  - *Does not account for terminations, retirees, etc.*
- Pay Requirement: Must retain at least 75% of total salary

PPP Spending Requirement

- Spend 100% of the remaining funds on allowable payroll expenses over the next 2 pay-periods*

$325k

- SISC (med, dental, vision)

$310k

- SISC (med, dental, vision)

$2.269 Million

- Salaries: $1.59M
- Benefits: $675k

$2.263 Million

- Salaries: $1.59M
- Benefits: $669k

*The total expenditures on this page account to over $5.1 Million. We will "back-out" payroll expenses over $100k salary cap to ensure that we only use PPP funds on allowable payroll expenses up to $4,606,000.

PPP Considerations

- Reporting Period
  - *Propose to adjust this to our payroll cycle.*
  - *Period would begin on 6/10 – the 1st pay cycle AFTER the loan funded*
- Payroll cap on $100k+ earners
- Need clarification on the following:
  - *Bonus/incentive (1.75%) & retro pay (0.5%)*
  - *Rehiring requirements*
  - *FTE headcount and the reference period*
- Consider a PPP consultant
- Other tax implications (PPP forgiveness is tax free)
- Remember, forgiveness is not a guarantee and we **must plan** for the loan/liability repayment

Coversheet

Cash Flow & Reserves

Section: V. Finance
Item: B. Cash Flow & Reserves
Purpose: FYI
Submitted by:
Related Material: V.B - 2020-2021 Budget vs Actuals update.pdf
V.B - Cash Flow Summary - Aug 2020.pdf

Palisades Charter High School
2020-2021 Budget vs Actuals as of 9/30/2020, with 3 Hybrid Models

	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)	Budget Updates 10/1/2020 (3 months hybrid)	Budget Updates 10/1/2020 (5 month hybrid)	2020-2021 Actuals to Date 9/30/2020	% received/spent (Budget vs. actuals)	Comments
ADA ESTIMATES/ACTUAL FUNDED	2,907	2,907	2,907	2,907	2,907			
LCFF FUNDING PER ADA	$ 10,188	10,160	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%						
	$ 9,356							
EPA Funding-Prop 30	4,732,251	5,139,818	6,558,368	6,558,368	6,558,368	1,639,592	25%	Latest EPA Projection as of 9/10/20
LCFF Entitlement - State Aid - Current Year	15,339,022	16,660,100	14,565,870	14,565,870	14,565,870	2,264,723	16%	LCFF Entitlement as of 9/10/20
LCFF Entitlement - State Aid - PY adjustments								
ADA Adjustment								
LCFF PY Adjustments								
C S Funding In Lieu of PropTax -	7,125,574	7,739,266	8,415,141	8,415,141	8,415,141	1,529,553	18%	Total LCFF Entitlement - EPA - state aid
C S Funding In Lieu of PropTax - PY adjustments								
LCFF Funding-Total	27,196,847	29,539,184	29,539,379	29,539,379	29,539,379	5,433,868	18%	
NCLB:T1,Basic School Support	315,175	315,175	293,836	293,836	293,836	-	0%	updated # per CDE as of 10/1/2020
Special Ed: IDEA Basic Local Assistance Entitlement	602,592	602,675	602,675	602,675	602,675	108,477	18%	$207.29/ADA PER LAUSD SELPA
NCLB:TII, Teacher Quality/ESSA	62,303	62,303	56,571	56,571	56,571	-	0%	updated # per CDE 10/1/2020
Title III Part A English Language - (24 students)	2,526	2,526	3,546	3,546	3,546	-	0%	updated # per CDE 10/1/2020 (31 students)
Title III Part A Immigrant - (37 students)	3,535	3,535	3,560	3,560	3,560	-	0%	updated # per CDE 10/1/2020 (34 students)
ESSA:TIV,Student Support and Academic Enrichment	23,337	23,337	23,410	23,410	23,410	-	0%	updated # per CDE 10/1/2020
Perkins	37,102	37,102	37,102	37,102	37,102	-	0%	
DOR-Rehab	20,000	20,000	20,000	20,000	20,000	-	0%	
COVID-19 Grant (Federal CARES Act)	264,782	261,630	261,630	261,630	261,630	65,408	25%	PER CDE
Learning Loss & Mitigation (GEER)		107,643	107,643	107,643	107,643	-	0%	
Learning Loss & Mitigation (CRF)		1,076,721	1,076,721	1,076,721	1,076,721	1,076,721	100%	
Child Nutrition Program	322,006	161,003	161,003	161,003	161,003	-	0%	
Federal Revenues-Total	1,653,358	2,673,650	2,647,697	2,647,697	2,647,697	1,250,606	47%	
	412,004							
Learning Loss & Mitigation - State		252,447	252,447	252,447	252,447	252,447	100%	State Learning Loss & Mitigation Funds
State Lottery:Non Prop 20 - Current Year	444,771	436,110	436,110	436,110	436,110	-	0%	$150/ADA
State Lottery:Non Prop 20 - PY adjustments								
Child Nutrition: School Programs	27,050	13,525	13,525	13,525	13,525	-	0%	2nd semester food sales only
Mandated Costs Reimbursement	136,251	136,270	136,270	136,270	136,270	-	0%	
One Time Discretionary Grant								
Classified School Employees Professional Development Block Grant								
State Lottery:Prop 20 Inst Matls-Current Year	156,978	142,463	142,463	142,463	142,463	-	0%	$49/ADA
State Lottery:Prop 20 Ins Matls-PY adjustments								
Special Education- AB602 - MOVE TO LOCAL	-							
Student ID/CAHSEE	12,073					-		
CTE Grant	192,599	223,040	223,040	223,040	223,040	155,796	70%	$173K + $50K carryover from 19/20
College Readiness Block Grant								
Low-Performing Students Block Grant		-						
LAUSD-Sp Ed Grants (Option 3)	-	-						
COVID-19 Grant								

Palisades Charter High School
2020-2021 Budget vs Actuals as of 9/30/2020, with 3 Hybrid Models

	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)	Budget Updates 10/1/2020 (3 months hybrid)	Budget Updates 10/1/2020 (5 month hybrid)	2020-2021 Actuals to Date 9/30/2020	% received/spent (Budget vs. actuals)	Comments
Other State Revenues-Total	969,722	1,203,854	1,203,855	1,203,855	1,203,855	408,243	34%	
Special Ed AB602 - State	1,908,009	1,908,272	1,908,272	1,908,272	1,908,272	343,475	18%	$656.35/ADA PER LAUSD SELPA
LAUSD - SPED GRANT OPTION 3	125,000	125,000	125,000	125,000	125,000	-	0%	
Food Service Sales	269,348	134,674	134,674	134,674	134,674	-	0%	calculated on a per day basis
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	911,000	504,284	504,284	504,284	504,284	14,247	3%	potential income loss of $406K (Jul-Dec income)
Interest	129,459	129,459	129,459	129,459	129,459		0%	
Fundraising	500,000	400,000	400,000	400,000	400,000	77,431	19%	based on data from ed fund collections
Other Local Revenues-Total	3,842,816	3,201,689	3,201,689	3,201,689	3,201,689	435,153	14%	
Total Revenue	33,662,742	36,618,377	36,592,620	36,592,620	36,592,620	7,527,870	21%	
Teachers	13,033,997	13,033,997	13,033,997	13,033,997	13,033,997	1,947,687	15%	
School Admin	905,118	905,118	905,118	905,118	905,118	161,915	18%	
Librarians	129,614	136,090	136,090	136,090	136,090	24,390	18%	
Guidance,Welfare (Counselors)	722,863	805,839	805,839	805,839	805,839	158,217	20%	
Sub Teachers	48,200	235,410	235,410	235,410	235,410	9,800	4%	
Other Support/Impact of / Step and Column	117,865	117,865	117,865	117,865	117,865		0%	
Reduced Auxiliaries/Periods-Net	(584,486)	(584,486)	(584,486)	(584,486)	(584,486)		0%	
Less: FTE's not replacing	(270,167)	(270,167)	(270,167)	(270,167)	(270,167)		0%	
Certificated Retro			216,002	216,002	216,002		0%	Certificated pay increase effective 2019-2020
Certificated Off Schedule Pay			308,169	308,169	308,169		0%	2020-2021 Certificated Off-schedule increase
Certificated Salaries	14,103,004	14,379,666	14,903,838	14,903,838	14,903,838	2,302,010	15%	
Inst'l Aides	930,455	783,601	783,601	783,601	783,601	52,097	7%	
Admin. Sal	410,452	410,452	410,452	410,452	410,452	85,533	21%	
Clerical/Office	1,906,462	1,906,462	1,906,462	1,906,462	1,906,462	258,707	14%	
Classified Subs	34,302	34,302	34,302	34,302	34,302	-	0%	
Maint./Oper	113,204	119,204	119,204	119,204	119,204	18,346	15%	
Food Services	47,682	47,682	47,682	47,682	47,682	4,193	9%	
Math Paraprofessionals	163,756	175,083	175,083	175,083	175,083	9,547	5%	
Other Classified	961,543	1,284,516	1,284,516	1,284,516	1,284,516	102,947	8%	
Impact Step and Column	-	-					0%	
Proposed New Positions/Hours	(198,244)	(198,244)	(198,244)	(198,244)	(198,244)		0%	
Classified Retro			68,746	68,746	68,746		0%	Classified pay increase effective March 2020
Classified Off Schedule Pay			57,269	57,269	57,269		0%	2020-2021 Classified off schedule increase
Classified Salaries	4,369,612	4,563,058	4,689,073	4,689,073	4,689,073	531,369	11%	
Total Salaries	18,472,616	18,942,724	19,592,911	19,592,911	19,592,911	2,833,379	14%	
STRS - Certificated	2,277,635	2,322,316	2,357,200	2,357,200	2,357,200	367,994	16%	
PERS - Classified	768,833	944,553	958,783	958,783	958,783	104,500	11%	
OASDI Regular - Certificated	15,000	15,000	15,000	15,000	15,000	724	5%	
OASDI Regular - Classified	270,916	282,910	290,723	290,723	290,723	32,828	11%	
OASDI Medicare - Certificated	204,494	208,505	216,106	216,106	216,106	33,211	15%	
OASDI Medicare - Classified	63,359	66,164	67,992	67,992	67,992	7,678	11%	
Health & Welfare Benefits - Certificated	2,479,545	2,479,545	2,479,545	2,479,545	2,479,545	568,930	23%	
Health & Welfare Benefits - Classified	1,237,220	1,237,220	1,237,220	1,237,220	1,237,220	262,041	21%	
Unemployment Insurance - Certificated	17,925	17,925	17,925	17,925	17,925	-	0%	
Unemployment Insurance - Classified	7,552	7,552	7,552	7,552	7,552	-	0%	
Workers' Compensation - Certificated	137,025	137,025	137,025	137,025	137,025	24,465	18%	
Workers' Compensation - Classified	58,725	58,725	58,725	58,725	58,725	8,160	14%	

Palisades Charter High School
2020-2021 Budget vs Actuals as of 9/30/2020, with 3 Hybrid Models

	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)	Budget Updates 10/1/2020 (3 months hybrid)	Budget Updates 10/1/2020 (5 month hybrid)	2020-2021 Actuals to Date 9/30/2020	% received/spent (Budget vs. actuals)	Comments
Other Employment Benefits - Certificated (LT Benefits)	255,000	255,000	255,000	255,000	255,000	75,155	29%	
Other Employment Benefits - Classified (LT Benefits)	51,000	51,000	51,000	51,000	51,000	16,515	32%	
Employee Benefits	7,844,229	8,083,440	8,149,796	8,149,796	8,149,796	1,502,200		
Total Salary & Benefits	26,316,845	27,026,165	27,742,706	27,742,706	27,742,706	4,335,579		
Textbooks	9,900	9,900	9,900	9,900	9,900	-	0%	
Instructional Materials	151,000	200,000	200,000	200,000	200,000	5,171	3%	
Instructional Materials - CTE		207,000	207,000	207,000	207,000	17,034	8%	CTE Teacher Allocations
Non-capitalized Equipment	90,680	761,728	786,728	786,728	786,728	36,956	5%	$25K for Furniture (per Sept B/F meeting)
Other Supplies	167,143	189,810	189,810	189,810	189,810	5,952	3%	
Food Service Supplies	275,304	152,597	152,597	152,597	152,597	208	0%	
Books & Supplies	694,027	1,521,035	1,546,035	1,546,035	1,546,035	65,321	4%	
Personnel Services-Mileage	4,197	1,000	1,000	1,000	1,000	137	14%	
Travel/Conference	44,151	104,151	104,151	104,151	104,151	2,149	2%	
Due/Memberships (Subscriptions)	352,074	430,391	430,391	430,391	430,391	220,862	51%	
Insurance	309,969	309,969	309,969	309,969	309,969	60,304	19%	
Operation and Housekeeping Services	146,000	146,000	294,000	338,000	382,000	42,253	14%	Hybrid estimate for PPE Supplies (1 mo @$22K, 3 mos @$66K, 5 mos @$110K, with one time cost of PPE @$126K)
Utilities	426,000	426,000	426,000	426,000	426,000	-	0%	
Rentals/Leases/Repairs & Noncapitalized Improvements	576,408	574,763	574,763	574,763	574,763	246,750	43%	
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	3,128,730	2,945,043	3,005,043	3,125,043	3,245,043	315,110	10%	Hybrid estimates for Janitorial & Security (1 mo @$60K, 3 mos @$180K, 5 mos @$300K)
Pupil Transportation	491,348	275,913	330,913	440,913	550,913	3,735	1%	Hybrid estimates for busing (1 mo @$55K, 3 mos @$165K, 5 mos @$275K)
Other Expenses	92,330	92,330	92,330	92,330	92,330	17,288	19%	
Communications	75,860	75,860	75,860	75,860	75,860	12,300	16%	
Services, Other Operating Exp	5,647,067	5,381,420	5,644,420	5,918,420	6,192,420	920,887	16%	
Capital Outlay (6100-6500) -Total (Detail Below)	322,866	402,866	427,866	427,866	427,866	172,944	40%	
Bldgs & Improvement (6200)	87,866	167,866	192,866	192,866	192,866	172,944	90%	$80K approved CapEx + $87K exsisting CapEx from pool/permit (per Sept B/F Meeting)
Equipment-Technology (6400)	235,000	235,000	235,000	235,000	235,000		0%	E-rate project
Equipment/Furniture Replacement (6500)								
Depreciation Expense (Financial reporting basis)	900,000	900,000	900,000	900,000	900,000		0%	
Interest	58,338	58,338	58,338	58,338	58,338	5,075	9%	
Indirect Cost (Total charter school supervisory oversight fees only)	271,968	295,392	295,392	295,392	295,392	53,319	18%	
Total Expenses-Financial Reporting Basis	33,888,246	35,182,349	36,186,891	36,460,891	36,734,891	5,380,181		
Total Expenses-Cash Reporting Basis	33,311,112	34,685,215	35,714,757	35,988,757	36,262,757	5,553,125		
Financial Reporting Basis-Adjusted for Depreciation (before L/T Benefit accrual)	(225,503)	1,436,029	405,728	131,728	(142,272)	2,147,690		Additional potential expenses include budget/finance parking lot items
Net Reserve Fund Increase(Reduction)-Cash Basis	351,631	1,933,163	877,862	603,862	329,862	1,974,746		(Revenue - Expenses: Cash Reporting Basis)
Cash Deferrals (State IOU)	4,207,525	6,449,586	6,855,367					Cash Deferrals for 20/21 FY (Feb-June 2021), as of 10/1

Palisades Charter High School
2020-2021 Budget vs Actuals as of 9/30/2020, with 3 Hybrid Models

	2020-2021 Board Approved Adopted Budget 6/5/2020	2020-2021 Revised Budget (E-Learn/Return 2nd Semester, per CA gov 7/30/2020) 8/17/20	Budget Updates 10/1/2020 (one month hybrid)	Budget Updates 10/1/2020 (3 months hybrid)	Budget Updates 10/1/2020 (5 month hybrid)	2020-2021 Actuals to Date 9/30/2020	% received/spent (Budget vs. actuals)	Comments
Additional Financial Lifetime Benefit Accrual Needed to Comply with FASB	1,228,631	1,228,631	1,228,631	1,228,631	1,228,631	1,442,962		OPEB Obligation per actuarial report
Revised Financial Reporting with OPEB	(1,454,134)	207,398	(822,903)	(1,096,903)	(1,370,903)	704,728		Ending Balance w/OPEB Obligation

2020-21 Budget Cash Flow

PALISADES CHARTER HS Description	Source/ Object Codes		Budget 2020-21	July	August	September	October	November	December	January	February	March	April	May	June
STARTING CASH				**8,775,858**	9,730,597	11,052,855	13,482,572	12,982,988	11,790,580	13,019,732	12,593,815	12,101,897	12,310,243	10,686,749	8,804,588
A. REVENUES															
1) Revenue Limit Sources	**8010-8099**	+	29,539,379	1,238,145	1,747,996	3,623,732	1,984,140	1,984,140	3,623,732	1,984,140	1,794,256	2,464,619	825,027	825,027	589,060
2) Federal Revenues	**8100-8299**	+	2,647,697	36,159	72,318	1,215,926	64,314	64,314	169,283	64,314	296,697	236,716	58,288	58,288	171,307
3) State Revenues	**8300-8599**	+	1,203,855	-	155,796	253,677	1,230	1,230	1,230	145,873	1,230	137,499	145,873	1,230	2,059
4) Local Revenues	**8600-8799**	+	3,201,689	127,757	312,742	262,291	278,115	262,291	262,291	262,291	370,364	249,094	233,270	233,270	225,785
PY Revenues Received			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES		=	36,592,620	1,402,061	2,288,852	5,355,625	2,327,799	2,311,975	4,056,536	2,456,618	2,462,546	3,087,928	1,262,457	1,117,814	988,210
B. EXPENDITURES															
1) Certificated Salaries	**1000-1999**	+	14,903,837	-	1,120,357	1,198,306	1,198,306	1,722,477	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306	1,198,306
2) Classified Salaries	**2000-2999**	+	4,573,334	-	216,886	405,984	395,708	395,708	395,708	395,708	395,708	395,708	395,708	395,708	395,708
3) Employee Benefits	**3000-3999**	+	8,178,607	337,003	571,173	672,189	669,595	768,218	669,595	669,595	669,595	669,595	675,964	669,595	669,595
4) Books and Supplies	**4000-4999**	+	1,546,035	13,789	31,888	146,249	80,061	80,061	80,061	80,061	80,061	80,061	80,061	146,249	146,249
5) Services, Other Operating Exper	**5000-5999**	+	5,518,420	148,641	246,426	441,910	418,606	472,811	418,606	473,758	527,963	473,758	473,758	527,963	473,758
6) Capital Outlay	**6000-6599**	+	427,866	5,890	78,764	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656	35,656
7) Other Outgoing	**7100-7299**	+	295,394	17,773	35,546	23,632	23,632	23,632	23,632	23,632	41,355	20,678	20,678	20,678	20,678
8)Interprogram/Interfund Support C	**7300-7399**	+													
9)Other Debt Service	**7438-7439**	+	58,338	2,592	2,483	1,983	5,821	5,821	5,821	5,821	5,821	5,821	5,821	5,821	5,821
Principal Payments			-	-	-	-	-	-	-	-	-	-	-	-	-
PY Expenses Paid			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYMENTS	**35,501,831**	=	35,501,831	525,688	2,303,523	2,925,908	2,827,383	3,504,383	2,827,383	2,882,535	2,954,464	2,879,581	2,885,951	2,999,975	2,945,770
NET REVENUES LESS PAYMENTS				876,373	(14,672)	2,429,718	(499,585)	(1,192,408)	1,229,152	(425,917)	(491,918)	208,346	(1,623,494)	(1,882,161)	(1,957,559)
D. TOTAL CASH MONTH ENDING		=		9,652,231	9,715,925	13,482,572	12,982,988	11,790,580	13,019,732	12,593,815	12,101,897	12,310,243	10,686,749	8,804,588	6,847,029
E. BALANCE SHEET ADJUSTMENTS															
1) PY Payments															
2) Current Assets															
3) Current Liabilites															
ENDING FUND BALANCE				9,730,597	11,052,855										

Coversheet

Board Member Roles and Responsibilities

Section: VII. Governance
Item: A. Board Member Roles and Responsibilities
Purpose: Discuss
Submitted by:
Related Material: Board Member Roles and Responsibilities.pdf
Updated Board Member Roles and Responsibilities 10_20.pdf

PALISADES CHARTER HIGH SCHOOL

PCHS BOARD MEMBER ROLES AND RESPONSIBILTIES

The purpose of the Board of Trustees of Palisades Charter High School is to act in the best interest of the residents of the State of California and PCHS's stakeholders and to ensure that PCHS:

a) Achieves appropriate results for its students in accordance with the PCHS Mission Statement and Charter (as specified in Board Goals Policies) &
b) Avoids unacceptable actions and situations (as prohibited in Board-Executive Limitation Policies).

The members of the Board of Trustees have legal and fiduciary responsibilities to the school. These include: Duty of Care, Duty of Loyalty, and Duty of Obedience. The Board is responsible for maintaining fiscal accountability and financial oversight.

Essential Duties:

1. Regularly attends Board meetings, Special Board Meetings, and important related meetings
2. Stays informed about PCHS matters
3. Prepares well for meetings, reviews and comments on minutes and reports
4. Actively participates on a standing committee (Board Committee, Long Term Strategic Planning Committee)
5. Is an active participant in the committee's annual evaluation and planning efforts
6. Volunteers for and willingly accepts assignments, including (but not limited to) committees, events, fundraising activities, and staff job interviews

Code of Conduct:

1. A Board member's first obligation is to be informed about the school's history, missions, and goals, legislation governing education and Charter schools, and current operations and concerns. Accordingly, each Board member will read the approved Charter application and familiarize themselves with a working understanding of all school policies and operating procedures.
2. A Board member must come to meetings prepared, having read proposals from Standing Committees that will be acted upon, having taken time before the public meeting to clarify concerns with the Chair and members of the Standing Committees, having read the minutes of previous meetings, and having prepared themselves with other pertinent materials. Each Board member will ensure that he/she understands an issue before voting.
3. Each Board member must act with care, loyalty, and obedience. Board members must exercise a level of care that a prudent person would exercise (avoid "zoning out" and avoid leaving the room when a discussion is taking place), they must show undivided allegiance (faithfulness) to the school and not to their self-interests, and they must remain obedient to the school's mission and the student body before their own interests.
4. An individual Board member will never seek to impose a personal agenda on the school's Executive Director.
5. A Board member must always respect the confidentiality of Closed Sessions.
6. A Board member must not attempt to deal with problems brought to their attention on an individual basis. A Board member who learns of a problem must bring that problem to the attention of the Executive Director or Board Chair.
7. A Board member will recommend that stakeholder concerns follow the PCHS complaint procedures to seek resolution.
8. Each Board member has a fiduciary responsibility for the funds entrusted to the school and for sound budgetary management.
9. Each Board member must in "good faith" make themselves available to all stakeholders (students, staff, parents, and community) for at least one hour per week.

I acknowledge that I have read and understand this information regarding the roles and responsibilities of PCHS Board Members.

_____ _____

Signature Print/Type Your Name

_____

Date

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

PCHS BOARD MEMBER ROLES AND RESPONSIBILITIES

The purpose of the Board of Trustees (BOT) of Palisades Charter High School is to act in the best interest of the residents of the State of California and PCHS's stakeholders to ensure that PCHS:

a) **Achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter**
b) **Ensures PCHS operates in a fiscally responsible manner and**
c) **Avoids unacceptable actions and situations**

Members of the Board of Trustees have legal and fiduciary responsibilities to the school. The BOT are responsible for maintaining fiscal accountability, financial oversight, and governance oversight.

Code of Conduct:

1. Each Board member has a fiduciary responsibility for the funds entrusted to the school and for sound budgetary management.
2. A Board member informs oneself of PCHS's history, mission, goals, and legislation governing education and Charter schools.
3. A Board member reads the approved Charter and is familiar with school policies.
4. A Board member comes to meetings prepared and ensures the school's interest above their own self-interest.
5. A Board member ensures he/she understands an issue before voting.
6. A Board member understands Governance is not Management.
7. A Board member respects confidentiality of Closed Sessions.
8. An individual Board member does not impose a personal agenda on the Executive Director.
9. A Board member clarifies concerns with the Chair and members of the Standing Committees.
10. A Board member does not deal with problems brought to their attention on an individual basis and brings that problem to the attention of the Executive Director or Board Chair.
11. A Board member recommends all stakeholder concerns follow the PCHS complaint procedures to seek resolution.
12. A Board member follows sound communication practice, adheres to the Brown Act, and refers all press inquiries to the Executive Director.
13. A Board member regularly attends Board meetings, Special Board Meetings, and related meetings.
14. A Board member actively participates on a standing committee.
15. A Board member is aware of current operations, concerns, and legacy issues.
16. A Board member attends all Board trainings.

DRAFT

Coversheet

Board of Trustees Communications/Responses

Section: VII. Governance
Item: B. Board of Trustees Communications/Responses
Purpose: Discuss
Submitted by:
Related Material: Board Communications and Responses.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Board Communications/Responses

- What is the protocol when 1 or all Trustees are contacted by a constituent?

The most common governance protocol is to have the Trustee(s) refer the concern to a single point of contact (in our case, Dr. Magee), with a report back to the constituent, (copying Dr. Magee) that you are referring the matter to staff for review and response.

Saying something like "I will research the issue" suggests to the constituent that the Board member will be the lead and is the one ultimately accountable for investigating/responding. This approach is consistent with the concept that the Board sets policy and staff implements the policy; in this case the Board adopts policies (or state law might/does) for the handling of complaints, and staff is responsible for implementing the policy. This distinction between the "what" (policy) and the "how" (implementation by staff) also allows the Board to hold staff accountable when the "what" is not implemented or accomplished.

Trustees do not have the authority to give direction to staff - a Board majority does, but not individual Trustees.

- What should a Trustee's response be if contacted by the press?

Generally it is a good idea to have a single, designated spokesperson for the school. This ensures consistency of message. Dr Magee would be the person to whom we would refer the press by saying "Dr. Magee is the best person with whom to speak on this subject". If a Trustee is at a PCHS event and asked to comment about the event, making a comment is fine. It is when there is an on-going situation that referring the press to Dr. Magee is in order.

- Are Trustees permitted to meet with constituents?

Absolutely. Getting information and feedback from constituents is the role of a Trustee. It is important that the Trustees make clear what their "lane" is and stay in their lane. Depending on the purpose of the meeting, it is important that the Trustee make clear that the information they receive should go to staff or will be forwarded to staff, as it is their (staff) responsibility to follow up.

Coversheet

PCHS Recusal Policy

Section: VII. Governance
Item: C. PCHS Recusal Policy
Purpose: Discuss
Submitted by:
Related Material: PCHS Recusal Policy.pdf

PALISADES CHARTER HIGH SCHOOL
RECUSAL POLICY

It is the policy of the Board of Trustees ("Board") of Palisades Charter High School ("PCHS"), a California nonprofit public benefit corporation that operates a California public charter school, to maintain a Recusal Policy to avoid actual or what may appear to be conflicts of interest and to ensure the highest degree of integrity in the decision- making process.

PURPOSE AND EFFECT

The purpose and effect of this policy is to supplement PCHS's Conflict of Interest Code and to establish a clear process for when Board members with a conflict of interest or potential conflict of interest know how and when to disqualify/recuse themselves. This policy takes into consideration the requirements of the Political Reform Act of 1974, Government Code Section 1090, Education Code Section 47604.1, and the California Nonprofit Public Benefit Corporation Law. In the event that this Policy conflicts with federal or state laws or regulations, the federal and state laws or regulations will control, to the extent applicable to PCHS.

Conflict of interest laws and regulations apply to all Board of Trustees. Members of the Board that are also employees of Palisades Charter High School face additional certain risks of potential conflicts due to their dual roles with the Corporation. In order to protect the individual Board members, the Board of Trustees, and PCHS from potential liability, the following guidelines are provided.

II. DISQUALIFICATION/RECUSAL

A. Non-Employee Board Members

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

i. Discussions or actions as to transactions or contracts in which the Board member, or his or her spouse and/or children, has a material financial interest.

B. Employee Board Members

A Board member of PCHS who is also at the same time a PCHS employee shall abstain from voting on, or influencing or attempting to influence another Board member regarding any of the following topics:

i. Discussions or actions as to transactions or contracts in which the Board member, or his or her spouse and/or children, has a material financial interest;
ii. Discussions or meetings as to the appointment, employment, compensation,

performance evaluation, discipline, dismissal of, or hearing of complaints, claims or charges brought against a PCHS employee or employees, especially including any employee or employees who are responsible for supervising and/or evaluating the employee Board member. This rule shall not apply to the administrative representative on the Board;

iii. Discussions or meetings with legal counsel concerning any pending or ongoing legal matters in which a current or former PCHS employee is a party in his or her personal or official capacity;

iv. Discussions or actions regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of PCHS's employees;

v. Any discussions or meetings concerning negotiations with a collective bargaining unit or regarding the formation of a collective bargaining unit for PCHS's employees;

vi. Consideration of claims made against PCHS for money and/or damages where the claimant is a current or former PCHS employee.

vii. All matters uniquely affecting the Board member's employment.

III. PROHIBITED CONTRACTS UNDER GOVERNMENT CODE SECTION 1090

A. Non-Employee Board Members

The Board of Directors shall not enter into a contract or transaction in which a non-employee director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

B. Employee Board Members

The Board of Directors shall not enter into a contract or transaction in which an employee director directly or indirectly has a material financial interest. However, the Board of Directors may enter into a contract or transaction involving the general employment of a Director if the employee Board member abstains from voting on, influencing, or attempting to influence another Board member regarding all matters uniquely affecting that member's employment.

IV. MANNER OF DISQUALIFICATION/RECUSAL

For all Board Members required to recuse themselves under this policy, the interested Board member(s) shall disclose the disqualifying interest at the meeting prior to the Board's consideration of the matter taking place. This disclosure shall be made part of the Board's official record. The Board member shall not participate in the decision in any way. By law, this means that the Board member with the disqualifying interest shall not vote on the matter and shall leave the room during Board discussion and final voting. Additionally, the Board member with a disqualifying interest may not attempt to influence Board members or other decision-makers outside of a meeting.

In accordance with PCHS bylaws, if a Board member or members refuses to recuse himself or

herself where the Board believes recusal is warranted, the Board may vote to cause involuntary recusal by majority vote, excluding the member or members with the perceived or actual conflict of interest.

ADOPTED: Approved by the Board of Trustees on September 24, 2019

Drafted 09/25/19

Coversheet

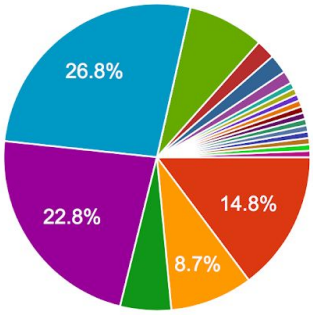
PCHS Survey Results

Section: VII. Governance
Item: D. PCHS Survey Results
Purpose: Discuss
Submitted by:
Related Material: 9th Grade Student Survey Results.pdf
10th_11th_12th Grade Student Survey Results.pdf
eLearning Student Survey Results.pdf
Parent Survey Results.pdf
Staff Survey Results.pdf

PODS

What Pod are you in?

149 responses

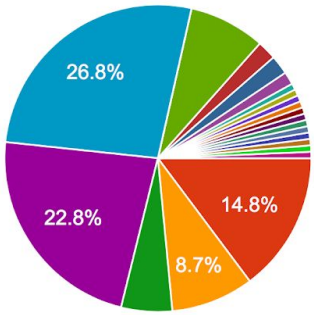


Entrepreneurship
Social Justice
Drama
Art
Digital Media
TESLA
Revolt and Revolution
Music

▲ 1/3 ▼

What Pod are you in?

149 responses

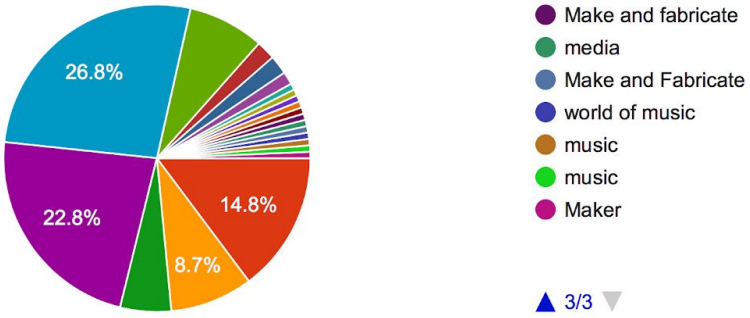


Make and Fabricate
Music
Media
Intro to Design Thinking
it was theater
make and fabricate
Maker Pod
sociology

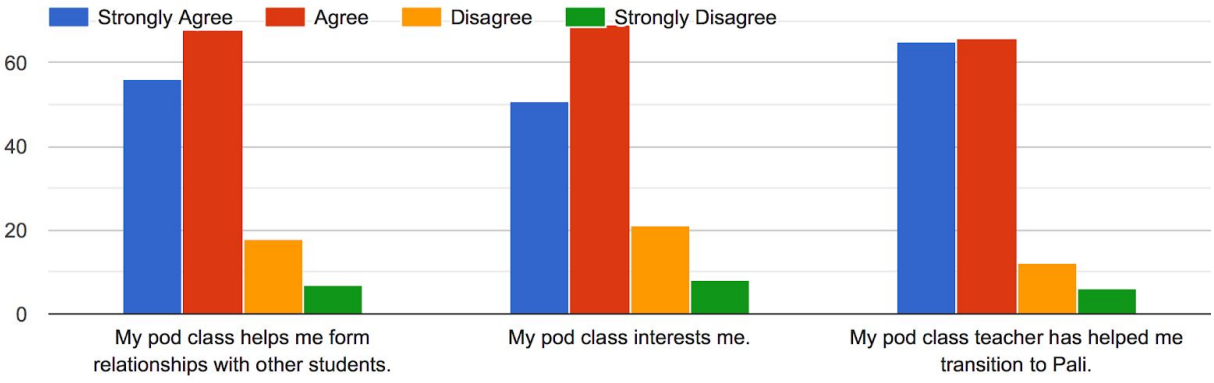
▲ 2/3 ▼

What Pod are you in?

149 responses

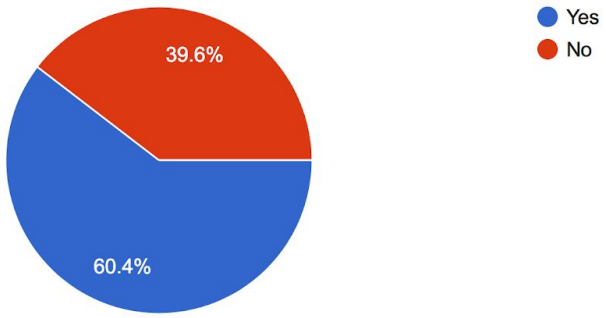


Please check off the box that most accurately answers the following statements about Freshman Pod classes.

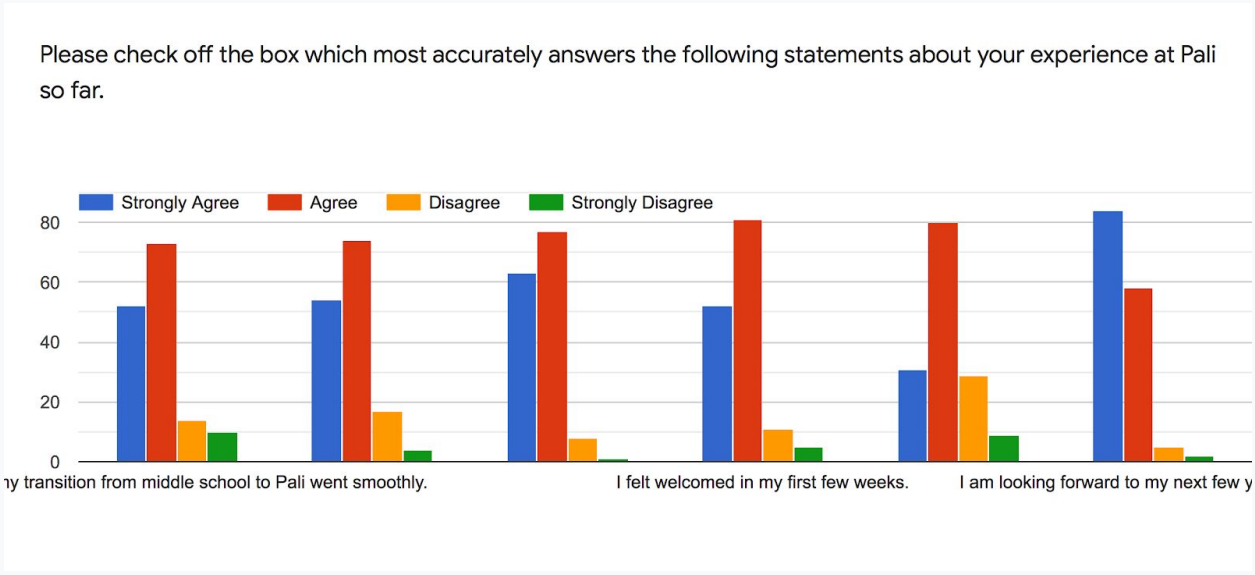


Was this Pod your first choice?

149 responses

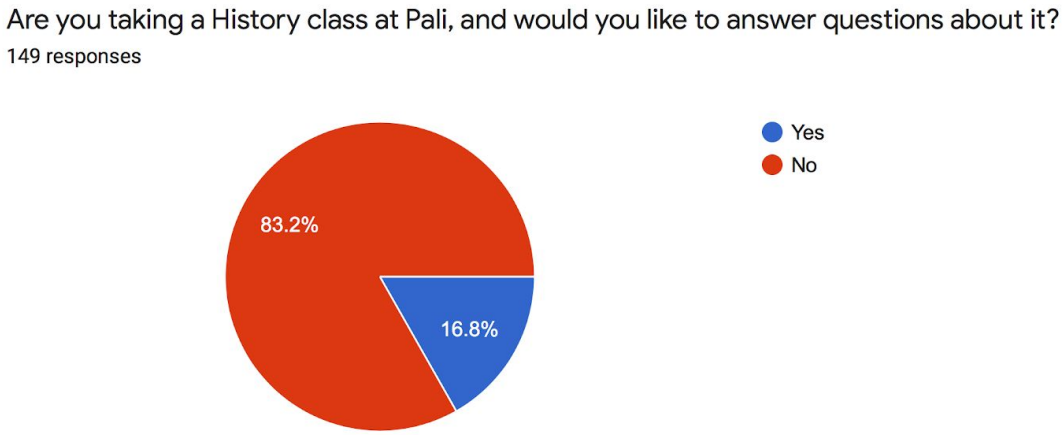


PALI EXPERIENCE



Statements that pertain to the charts above (in order)
Socially, my transition from middle school to Pali went smoothly.
Academically, my transition from middle school to Pali went smoothly.
I feel more confident at Pali the longer I am here.
I felt welcomed in my first few weeks.
I feel connected with teachers and upperclassmen.
I am looking forward to my next few years at Pali.

HISTORY



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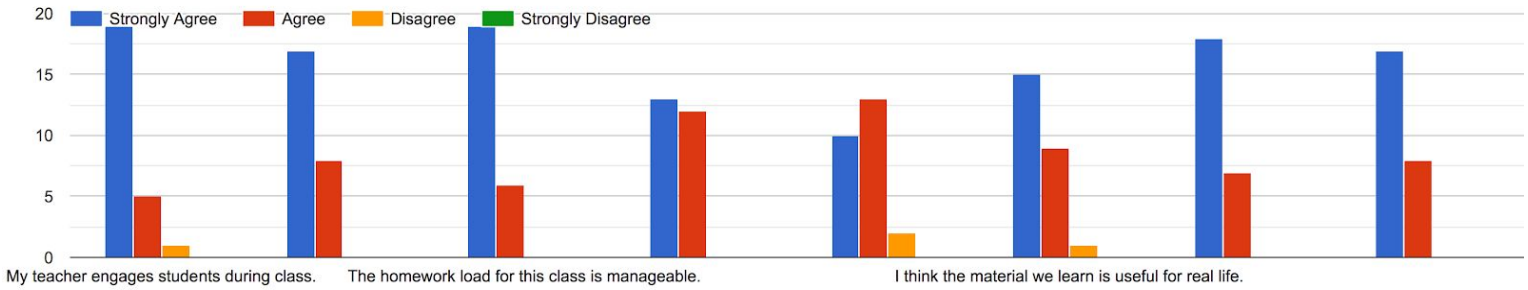


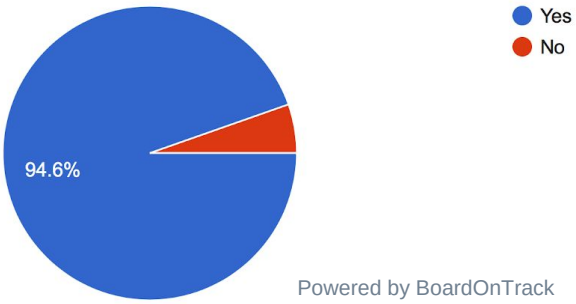
Statements that pertain to the charts above (in order)

My teacher engages students during class.
My teacher does as much as he/she can to answer questions during class.
The homework load for this class is manageable.
The homework for this class is meaningful/helpful.
My teacher provides ample opportunity for help outside of class.
I think the material we learn is useful for real life.
My teacher treats all students equally and with respect.
I would recommend this teacher to a future student.

SCIENCE

Are you taking a Science class at Pali, and would you like to answer questions about it?

149 responses



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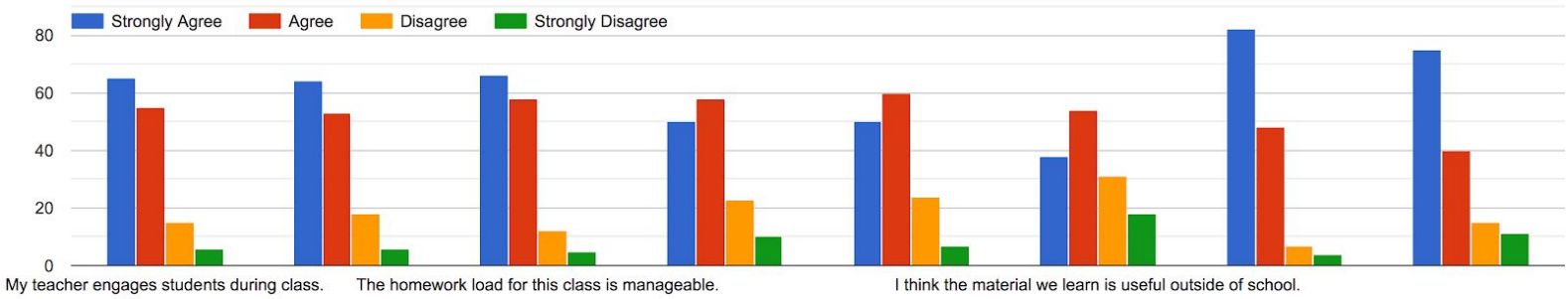

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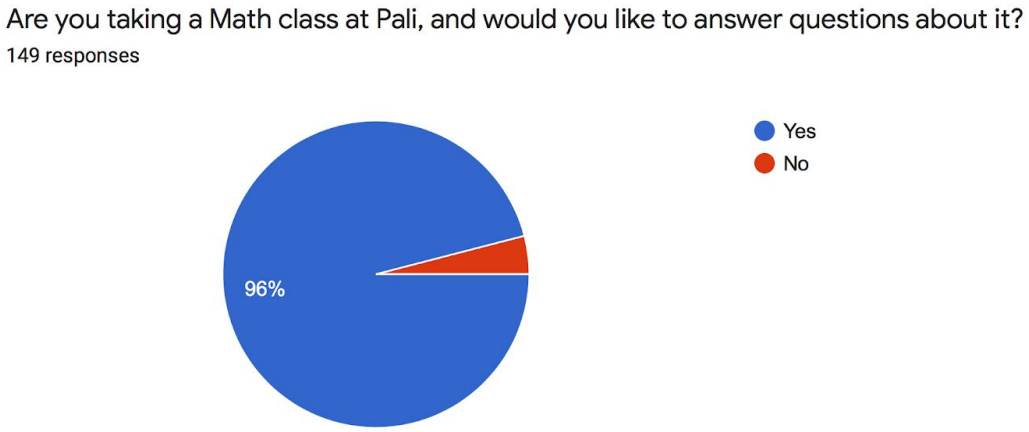
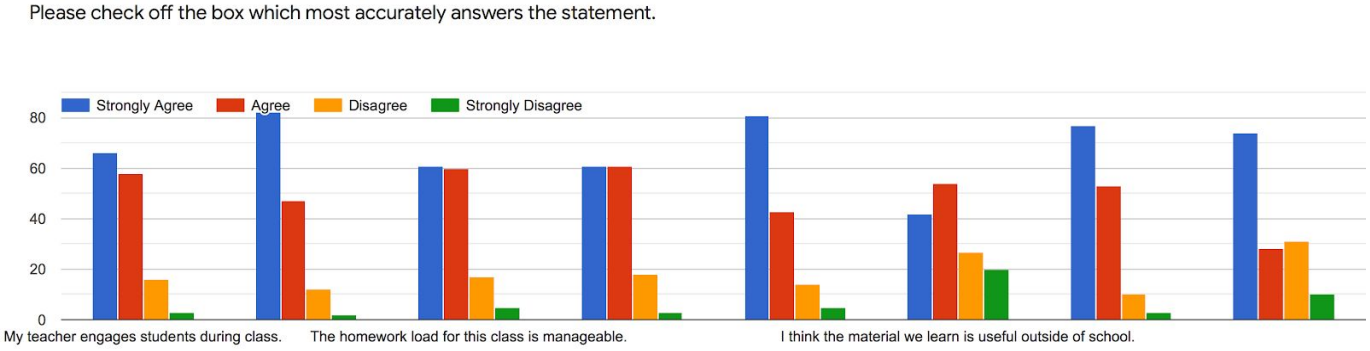
MATH





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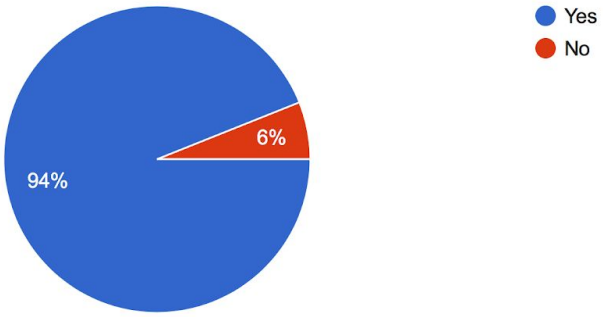
ENGLISH

Are you taking an English class at Pali, and would you like to answer questions about it?
149 responses



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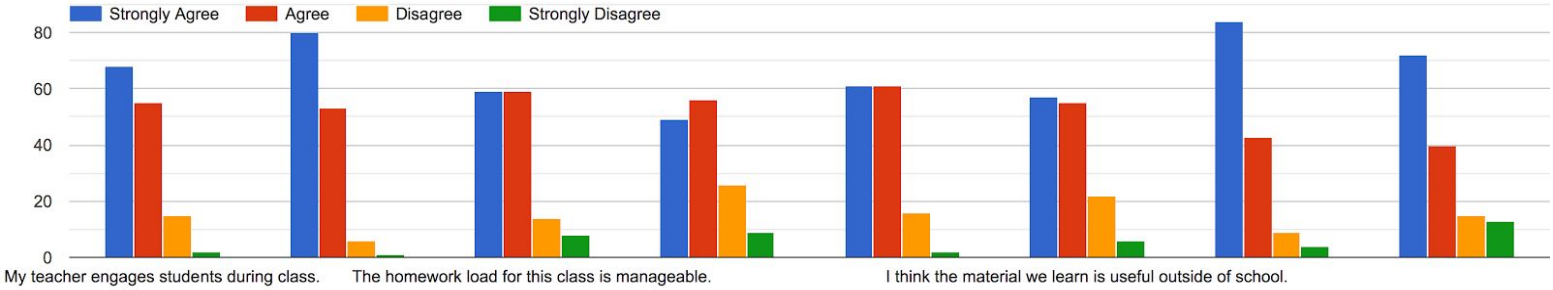

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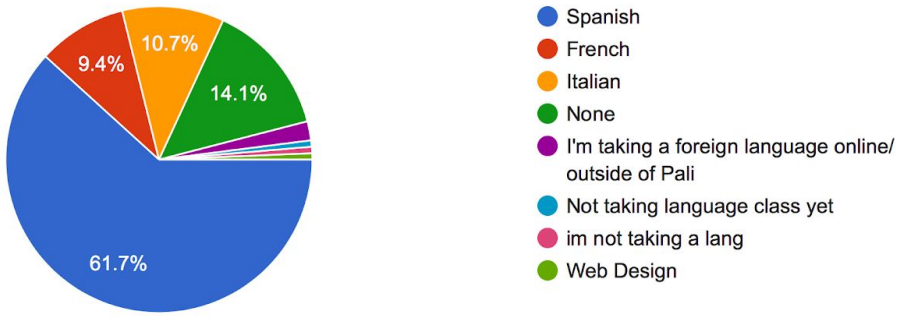
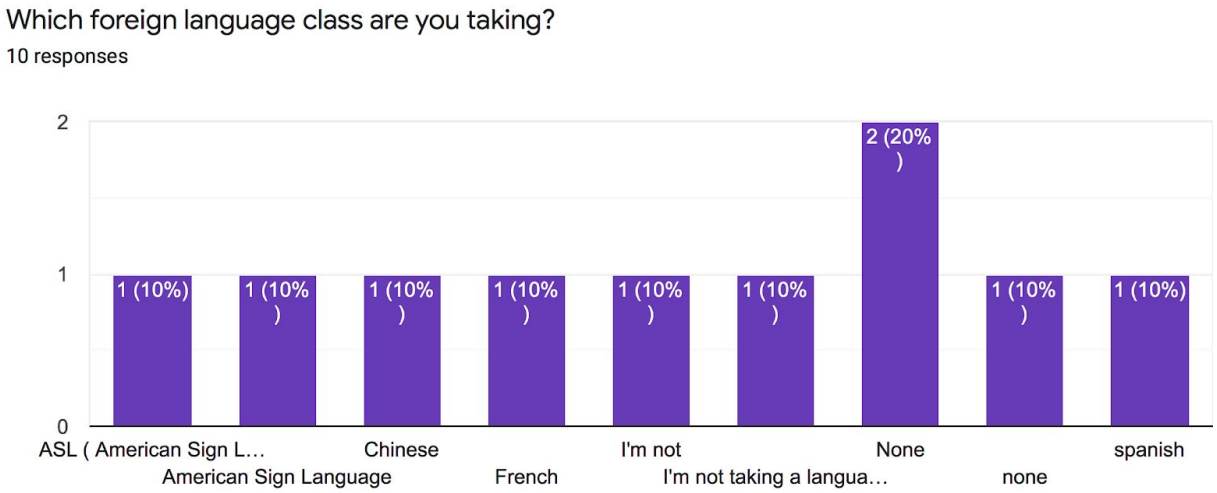
FOREIGN LANGUAGE

Please select which foreign language class you are taking, if you'd like to answer questions about it.

149 responses



Foreign Language Online/Outside of Pali



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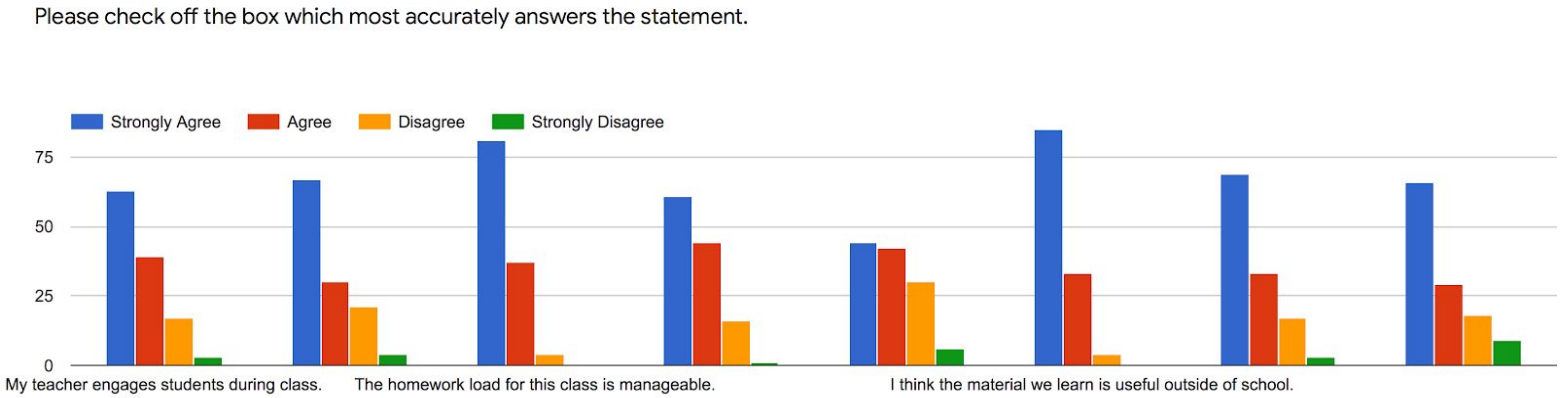

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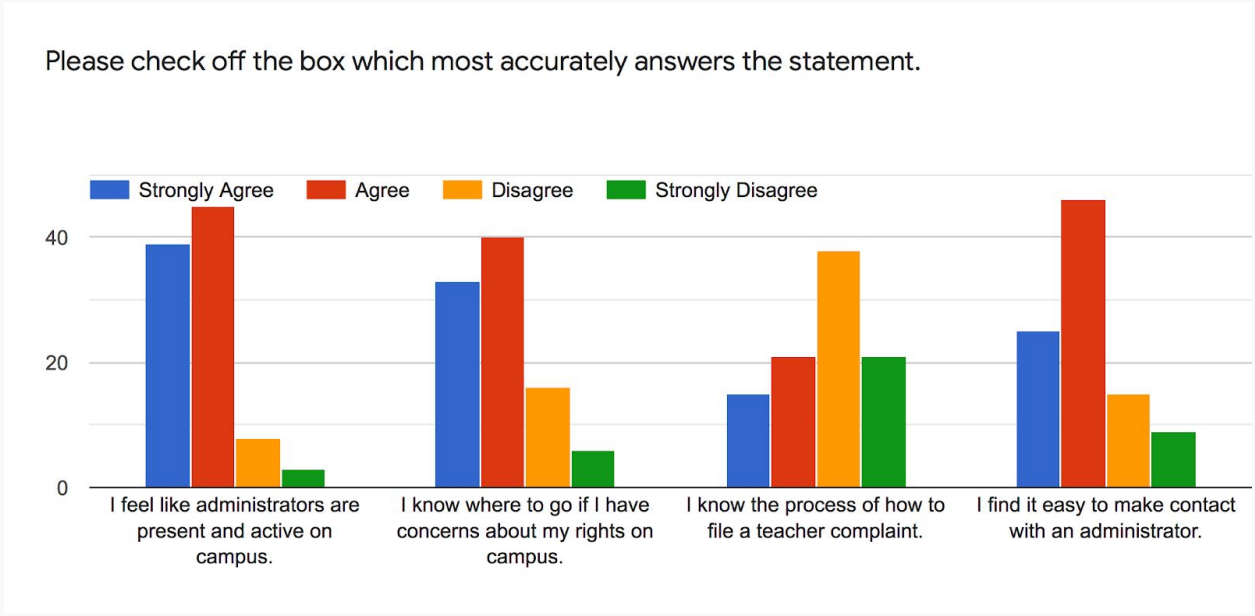
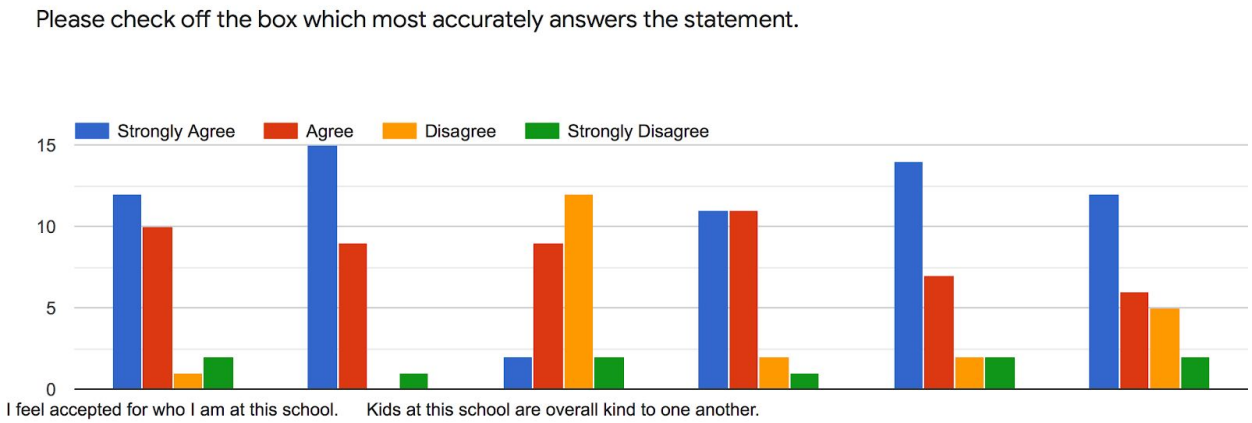
ADMINISTRATION



PALI CLIMATE / ATMOSPHERE



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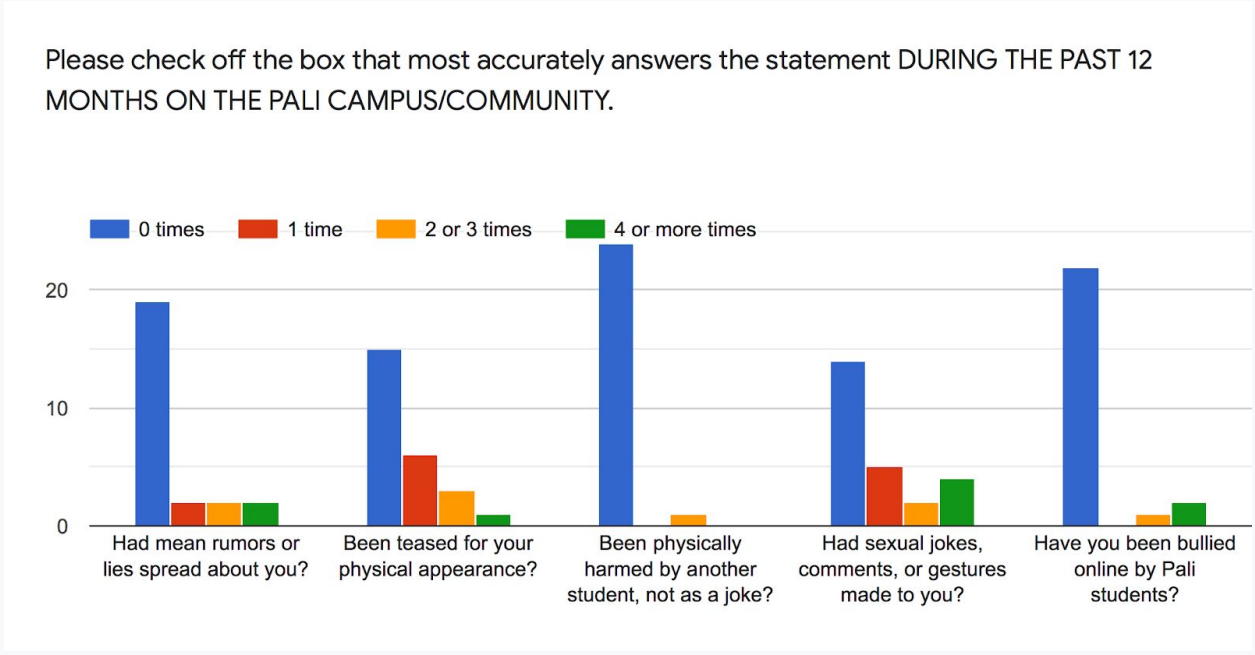
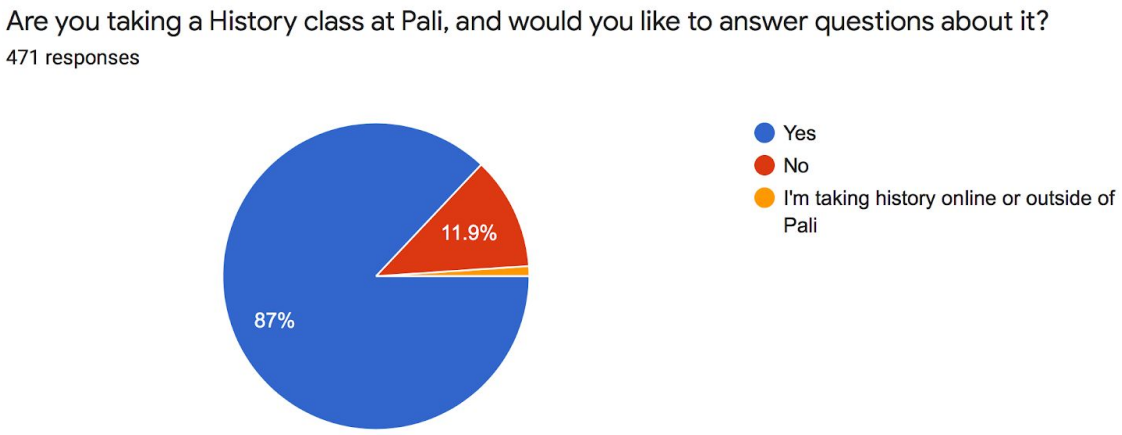
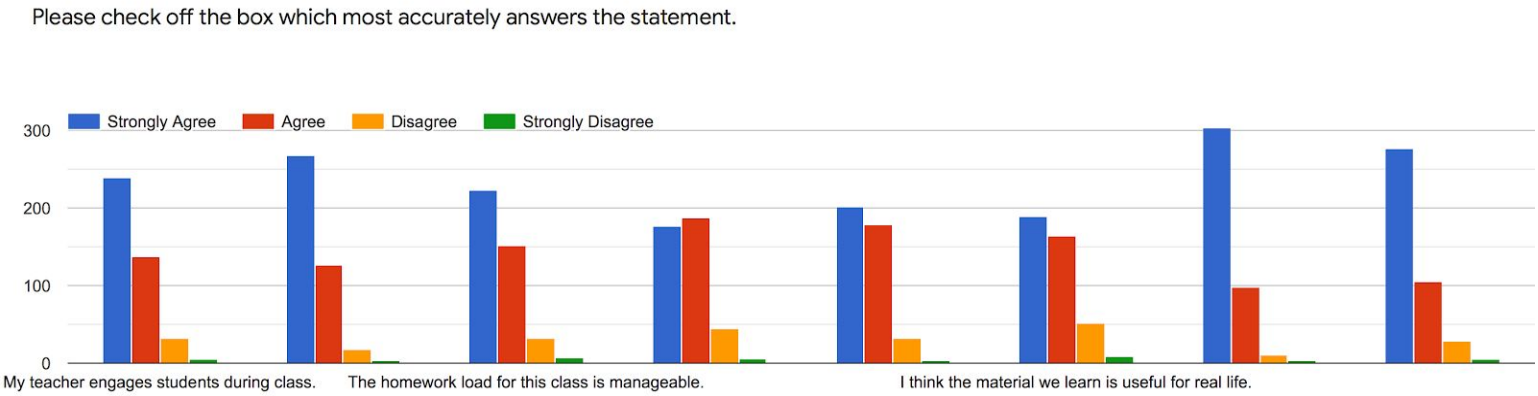


HISTORY





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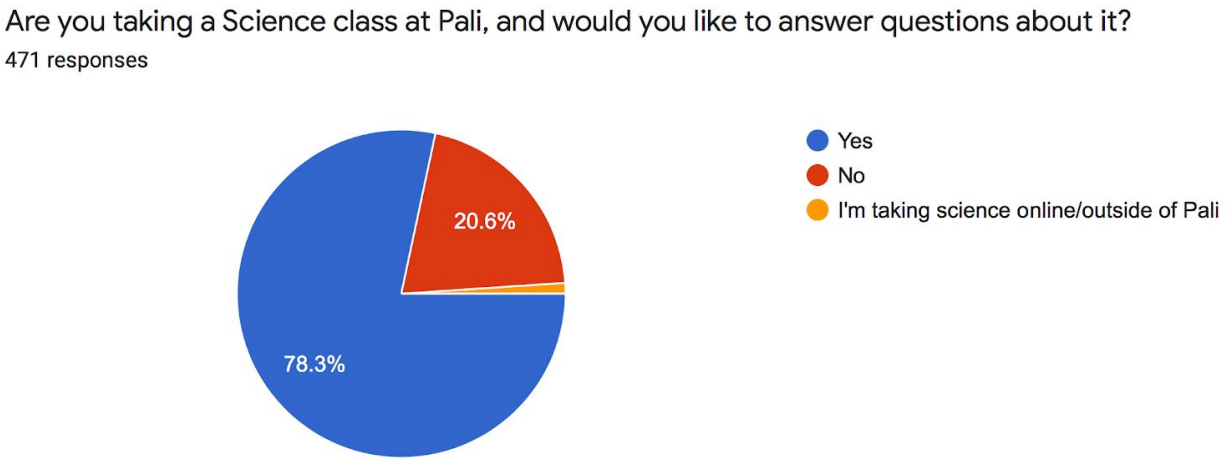

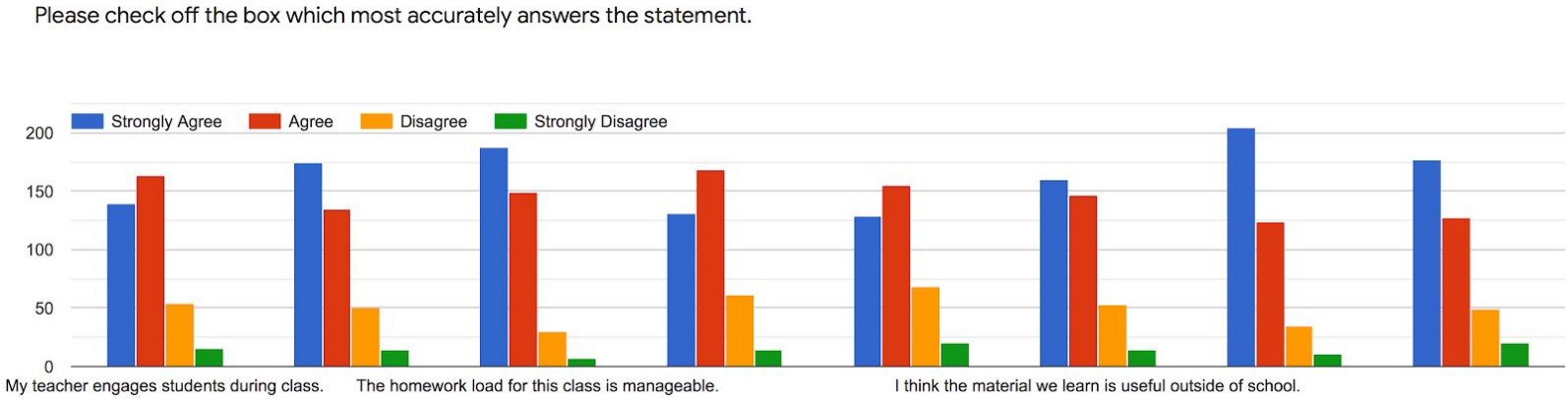

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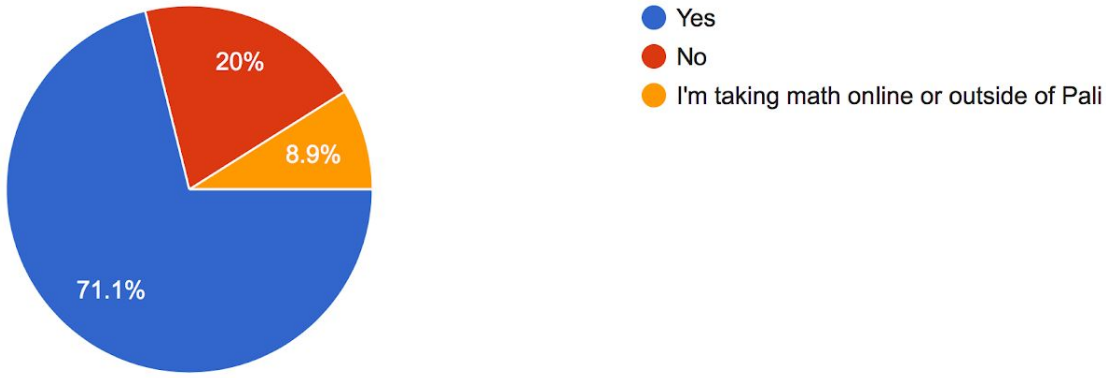
MATH

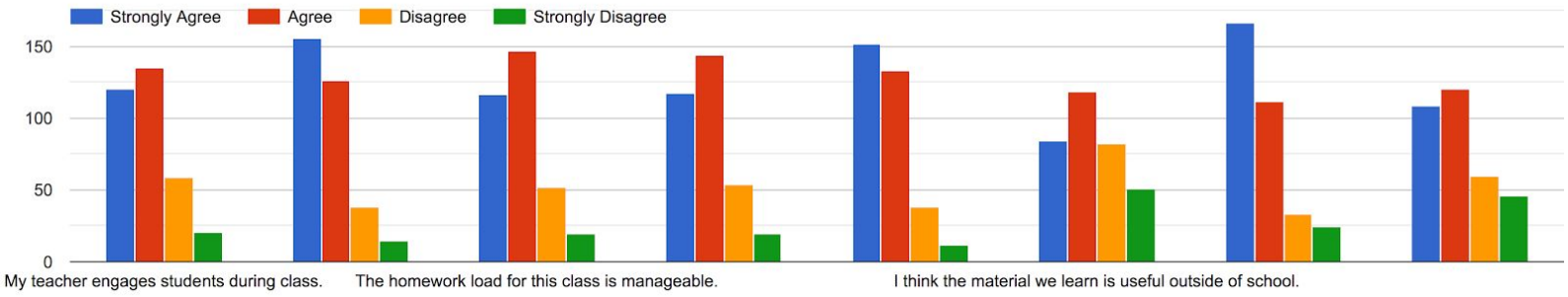
Are you taking a Math class at Pali, and would you like to answer questions about it?
471 responses



(NOTE: High number of students taking math outside of Pali)

(Though not statistically significant, the classes that are being taken online more than others are Math Analysis and AP Calculus)

Please check off the box which most accurately answers the statement.



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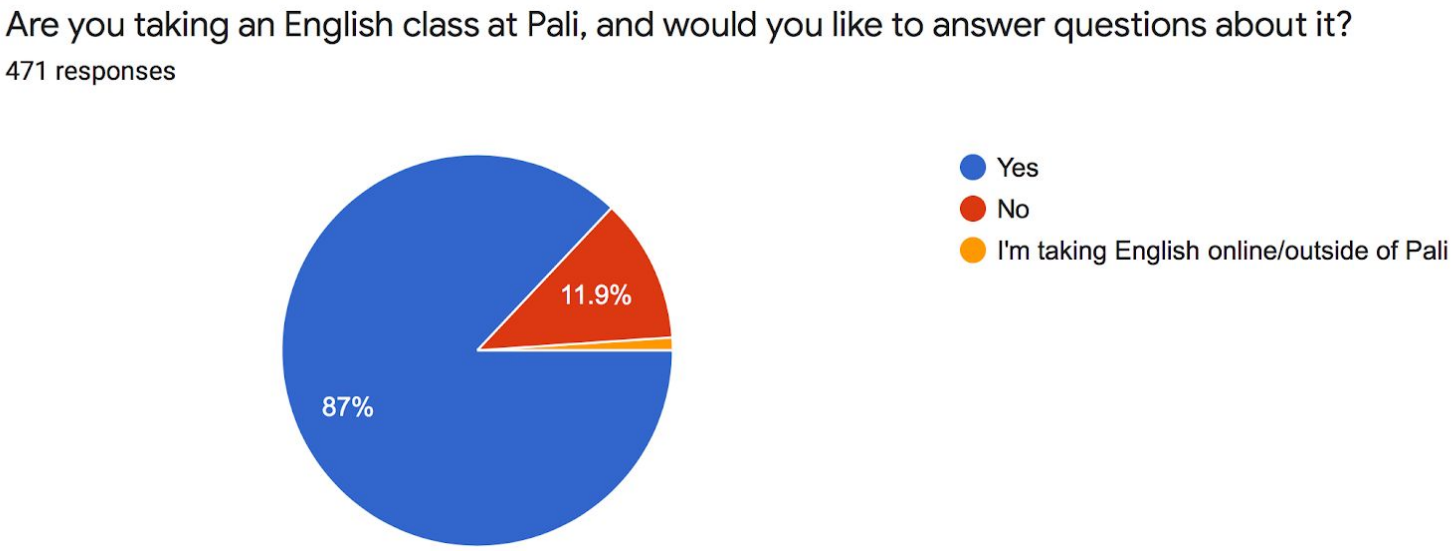

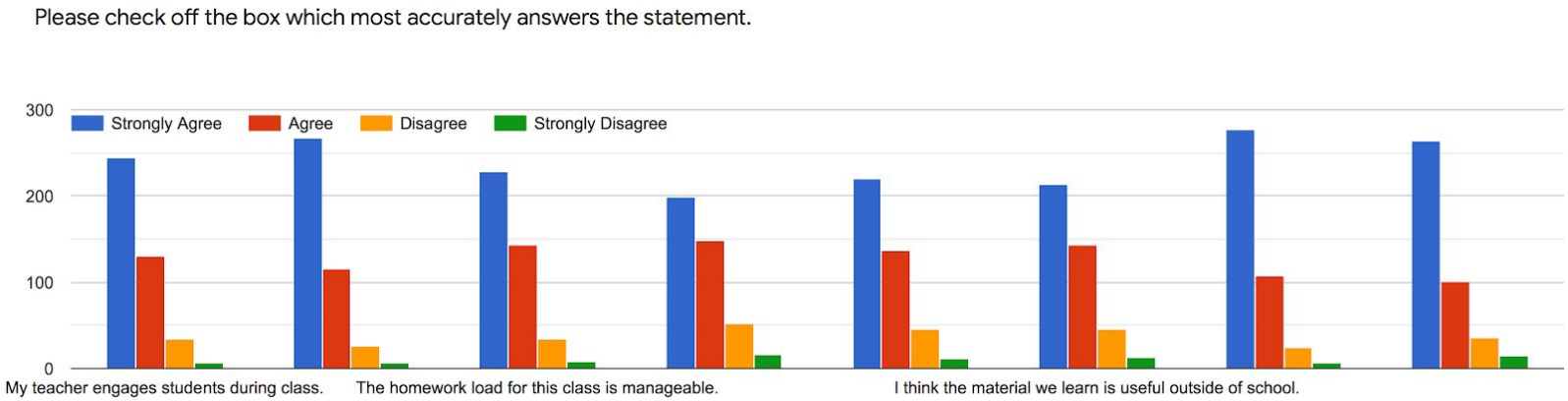

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471 responses

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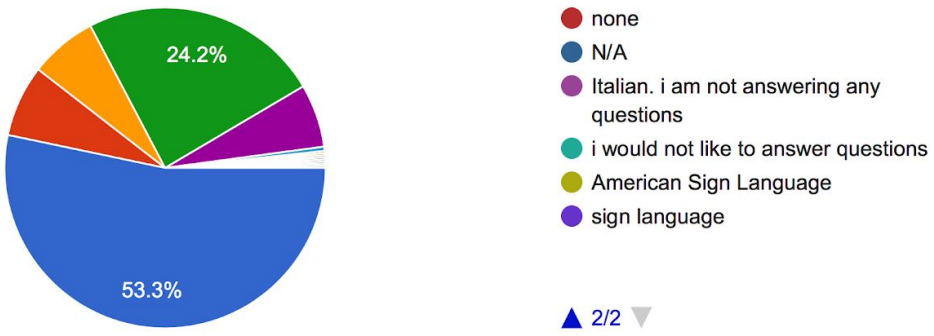

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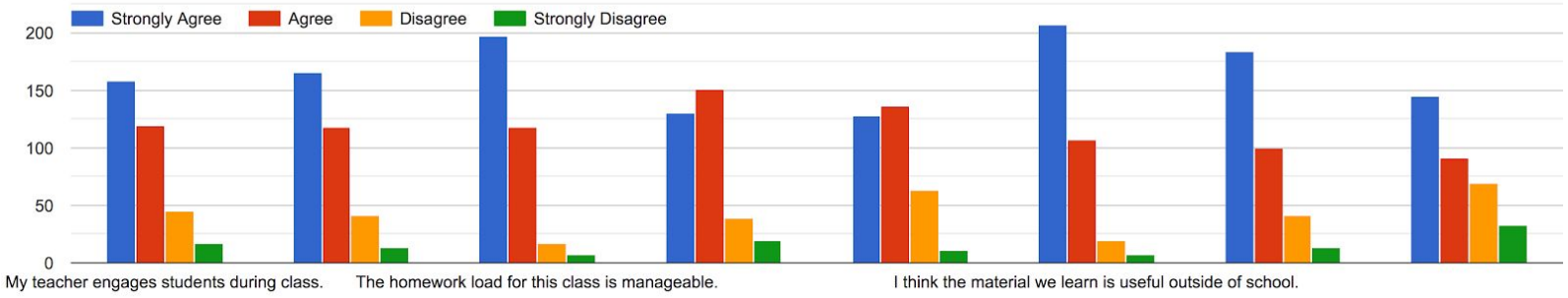

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ADMINISTRATION

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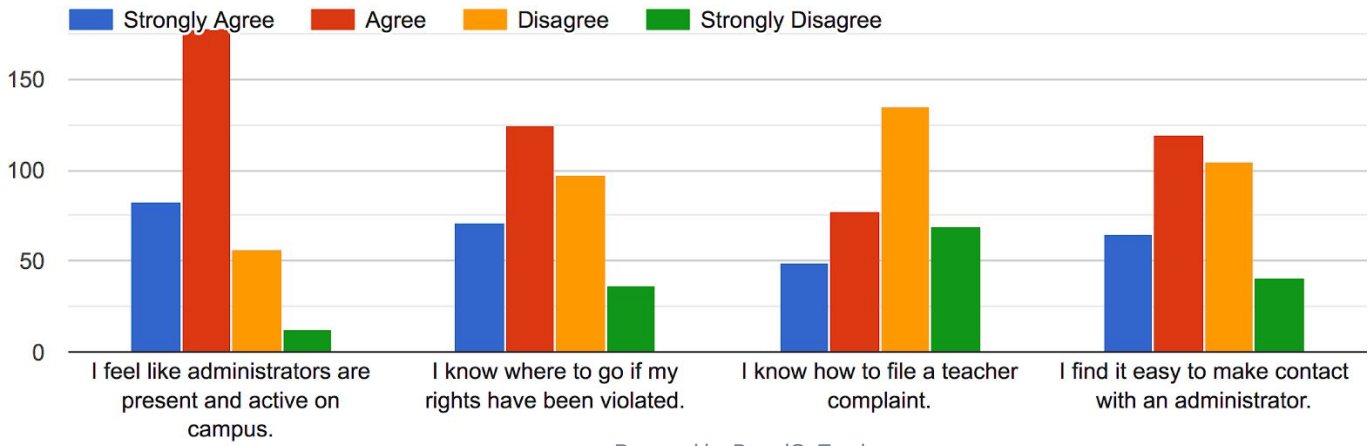

PALI CLIMATE / ATMOSPHERE

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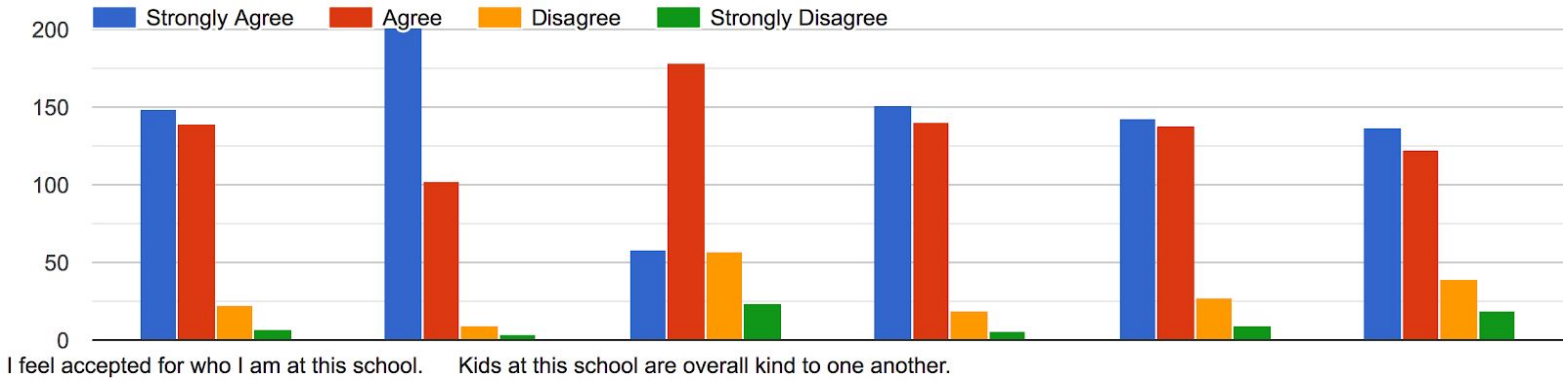

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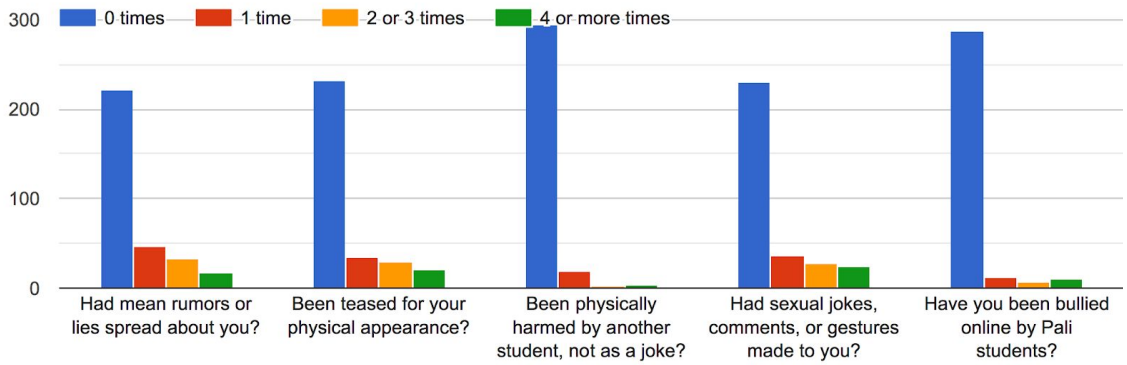
Kids at this school are overall kind to one another.
I feel safe regardless of my gender, sexual orientation, race, religious beliefs…
I am aware of my rights and responsibilities as a Pali student.
I am aware of different programs at Pali that allow me to have my voice heard and I feel encouraged to get involved.

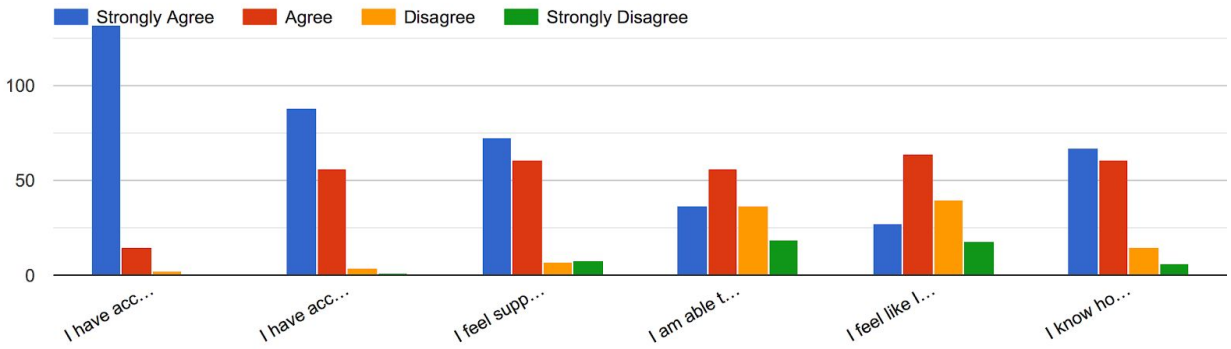
Please check off the box that most accurately answers the statement DURING THE PAST 12 MONTHS ON THE PALI CAMPUS/COMMUNITY.



2019/2020 Survey eLearning Results Preview

9th Grade

Please check off the box which most accurately answers the statement.

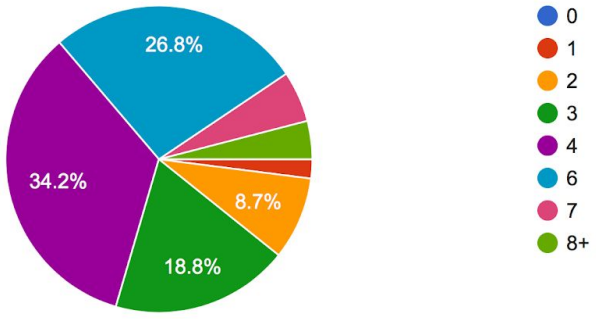


Questions (in order) that pertain to the chart above:

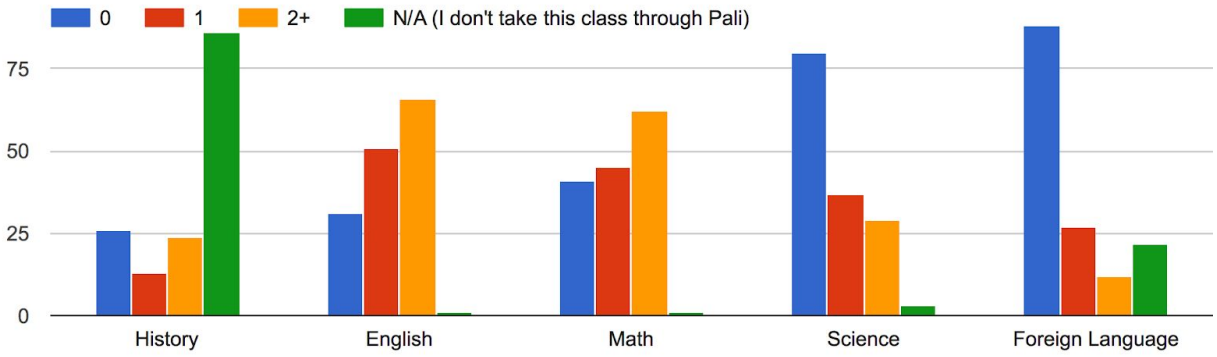
I have access to three meals a day.
I have access to reliable internet service to complete my online work.
I feel supported by at least one adult from Pali during the transition to online learning.
I am able to stay focused doing schoolwork from home.
I feel like I can learn new material working from home on an online platform
I know how to contact an administrator regarding concerns I have at this time

On average each day, how many hours do you dedicate to school?

149 responses

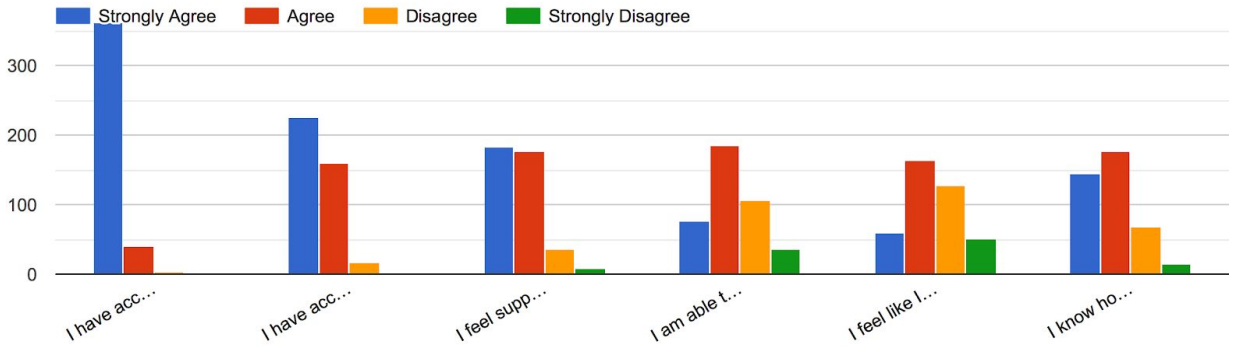


How many times each week do your teachers offer live online teaching platforms?



10th/11th/12th Grade

Please check off the box which most accurately answers the statement.

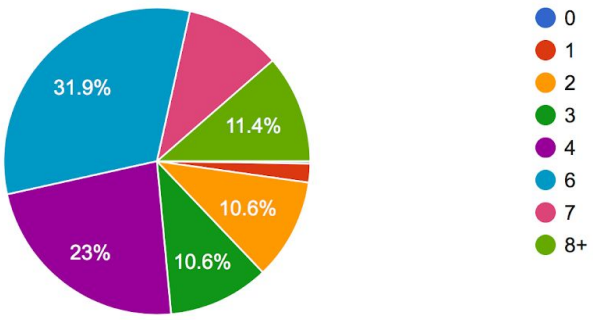


Questions (in order) that pertain to the chart above:

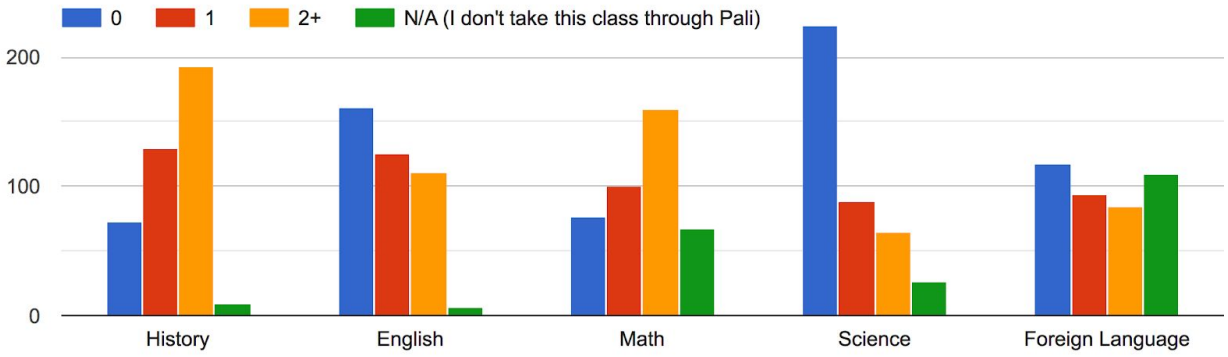
I have access to three meals a day.
I have access to reliable internet service to complete my online work.
I feel supported by at least one adult from Pali during the transition to online learning.
I am able to stay focused doing schoolwork from home.
I feel like I can learn new material working from home on an online platform
I know how to contact an administrator regarding concerns I have at this time

On average each day, how many hours do you dedicate to school?

404 responses

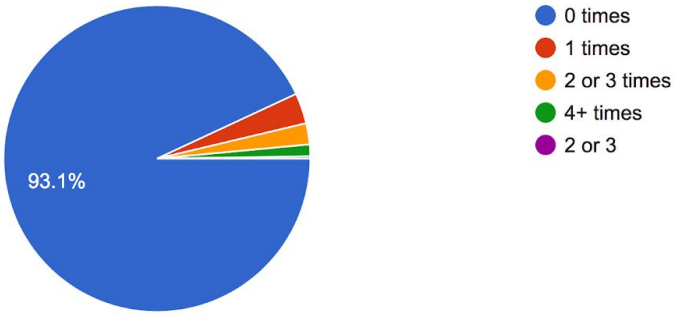


How many times each week do your teachers offer live online teaching platforms?



During the past 2 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

404 responses



PARENT SURVEY

Questions Responses 499

499 responses

Not accepting responses

Message for respondents

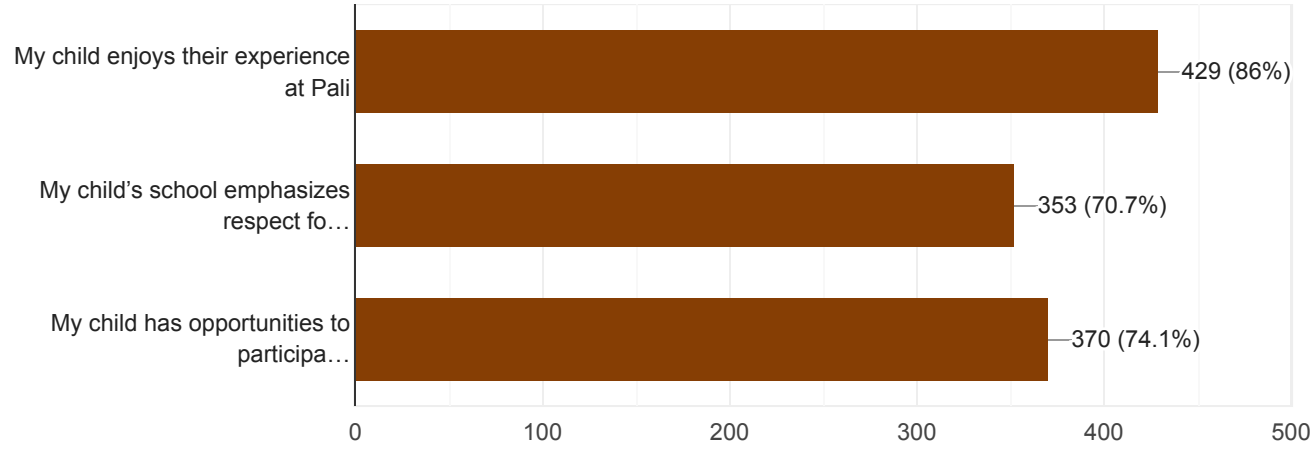
This form is no longer accepting responses.

Summary Question Individual

School Environment, School Culture, and School Safety

I feel that... (Check all that apply)

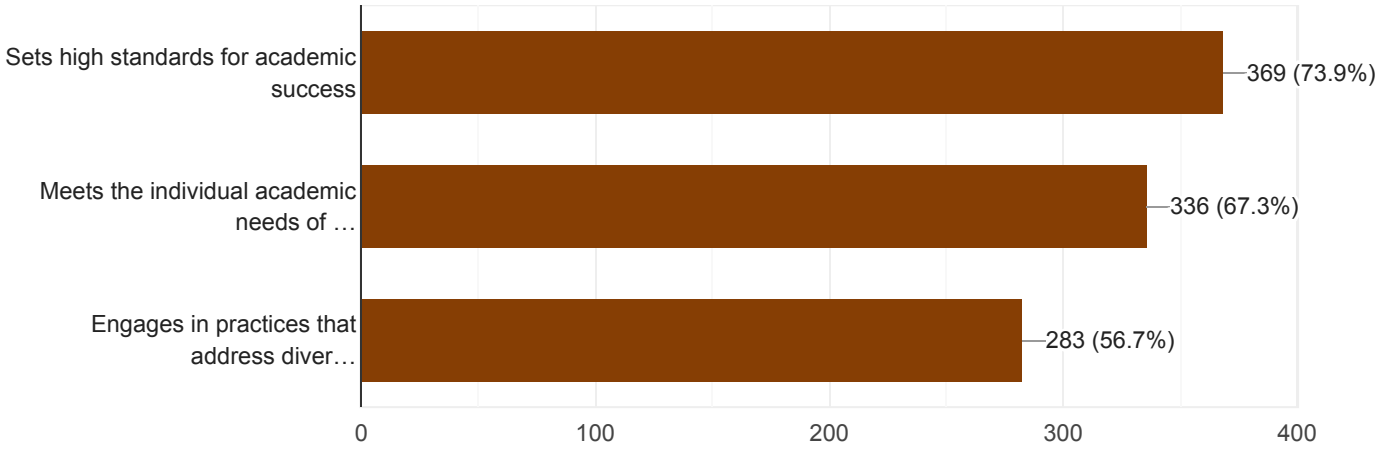
499 responses



Academic Program

I feel that my child's school... (Check all that apply)

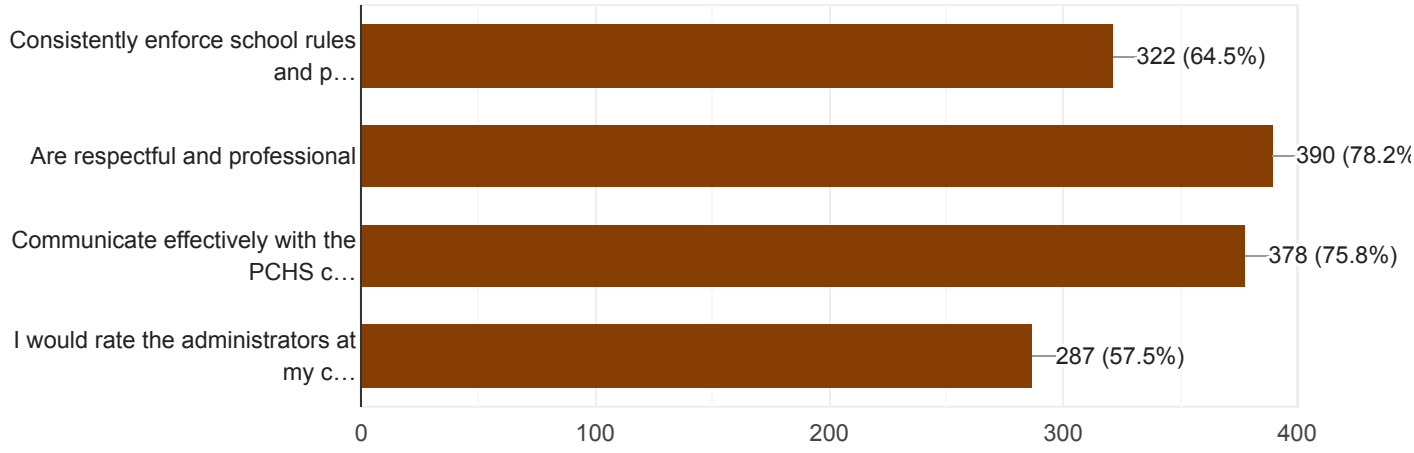
499 responses



Administration

The administration (Executive Director/Principal and Assistant Principals) at my child's school... (Check all that apply)

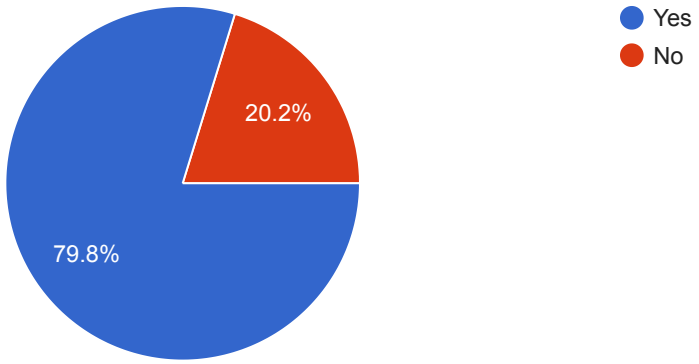
499 responses



School Support Services

Are you aware of the support services on campus (academic, emotional, etc)

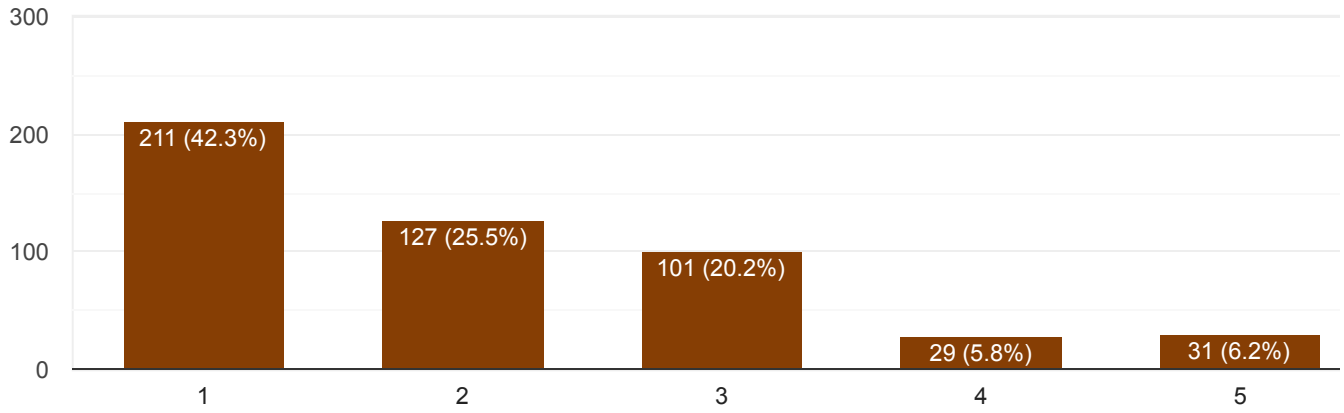
499 responses



Please indicate whether you Strongly Agree (1), Somewhat agree (2), Neither agree nor disagree (3), Somewhat disagree (4), or Strongly disagree (5)

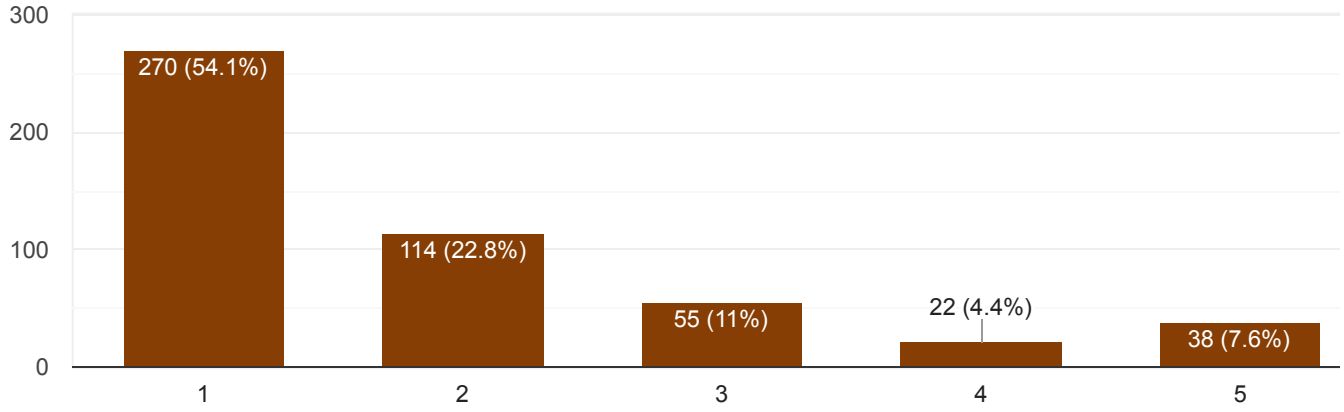
The school's Main Office is responsive

499 responses



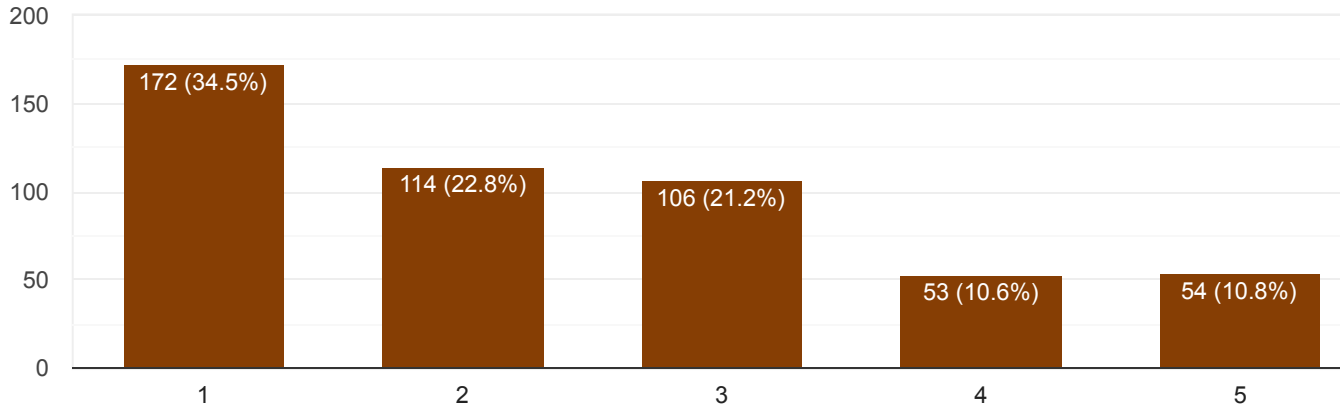
The school's Attendance Office is responsive

499 responses



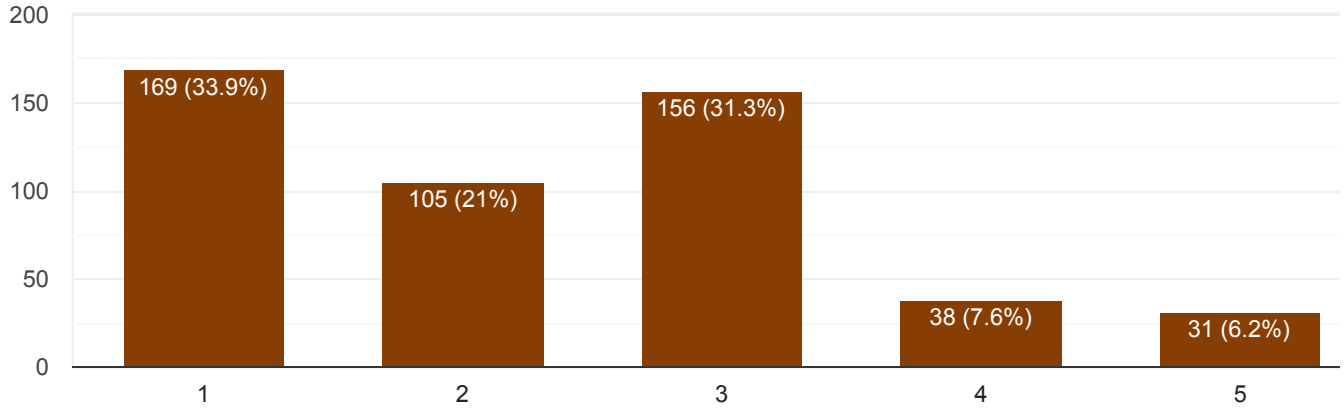
The school's Academic Counseling office is responsive

499 responses



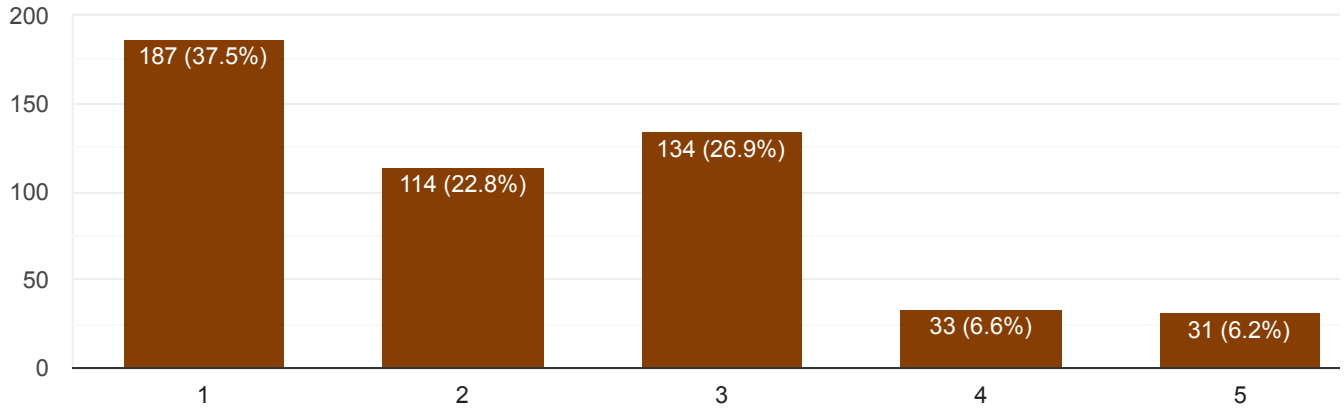
The school's Dean's Office is responsive

499 responses



The school's College Center is responsive

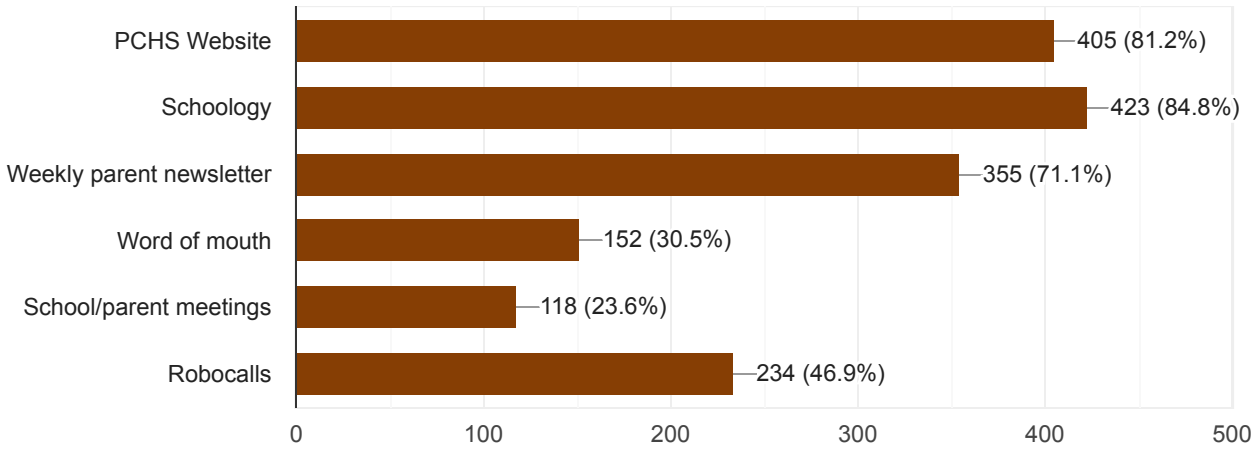
499 responses



Teachers and Communication

Which of the following forms of communication do you access to gain information about PCHS? (Check all that apply)

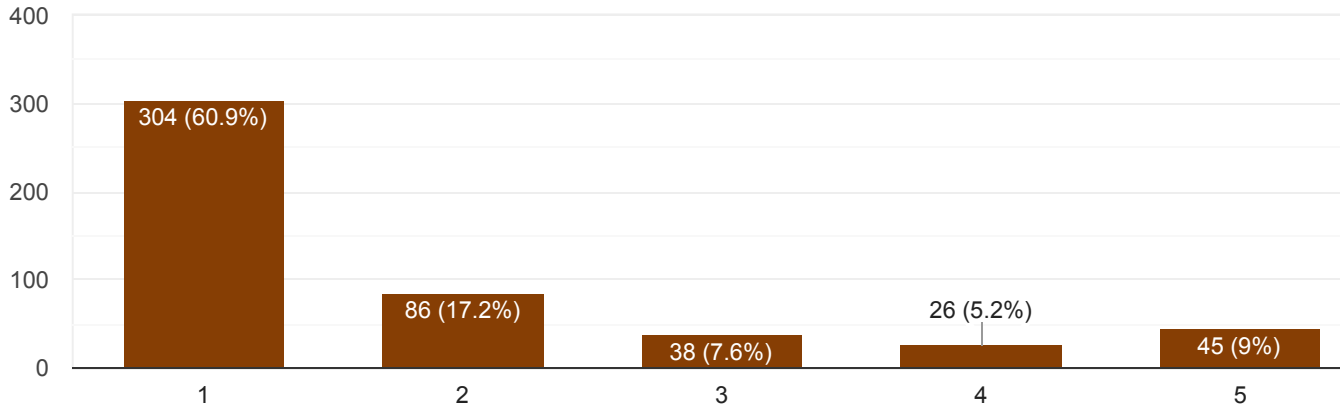
499 responses



Please indicate whether you Strongly Agree (1), Somewhat agree (2), Neither agree nor disagree (3), Somewhat disagree (4), or Strongly disagree (5)

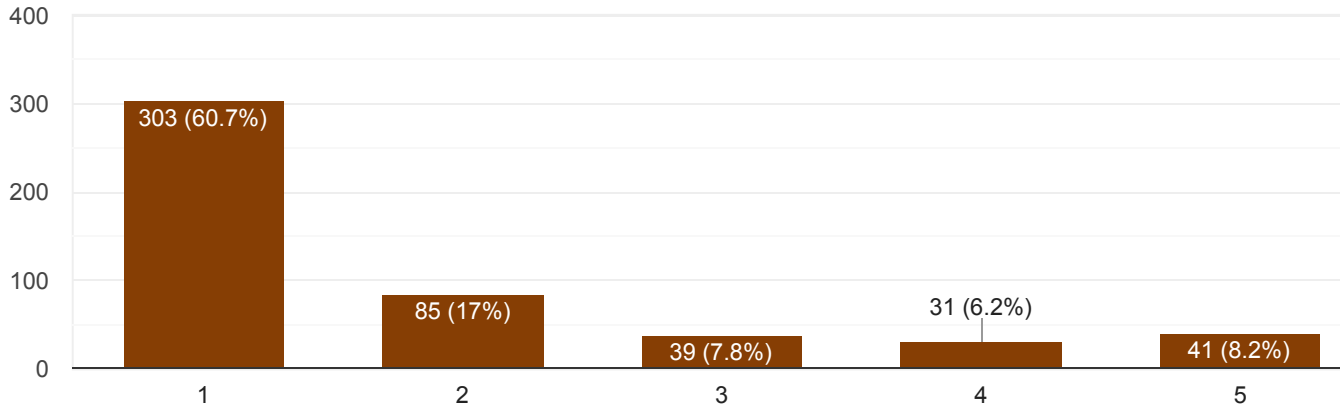
I know how to access information about my child's grades and assignments on Schoology

499 responses



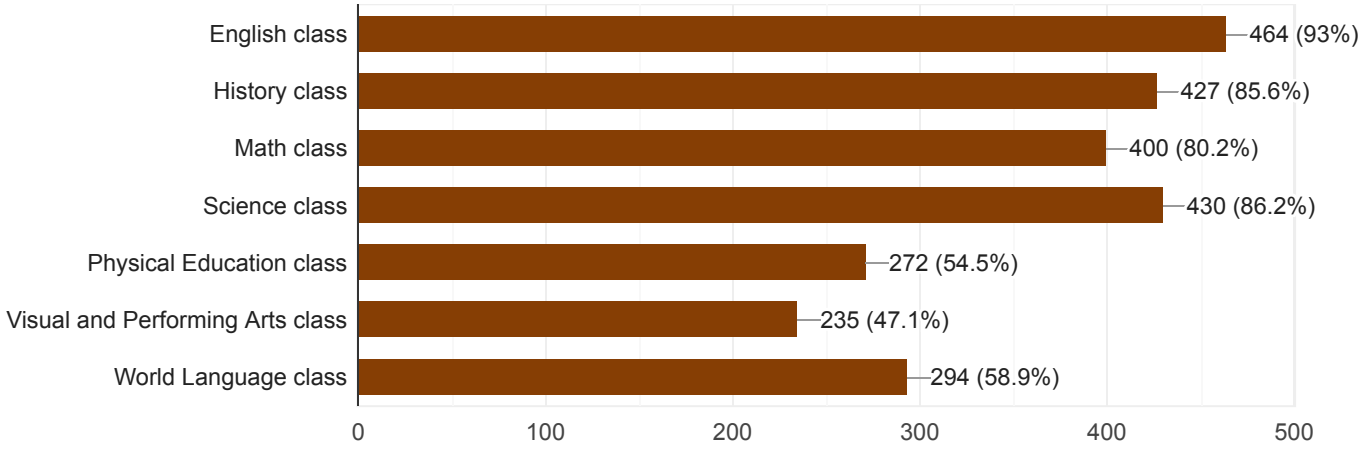
I know how to access information about my child's grades and attendance on Infinite Campus

499 responses



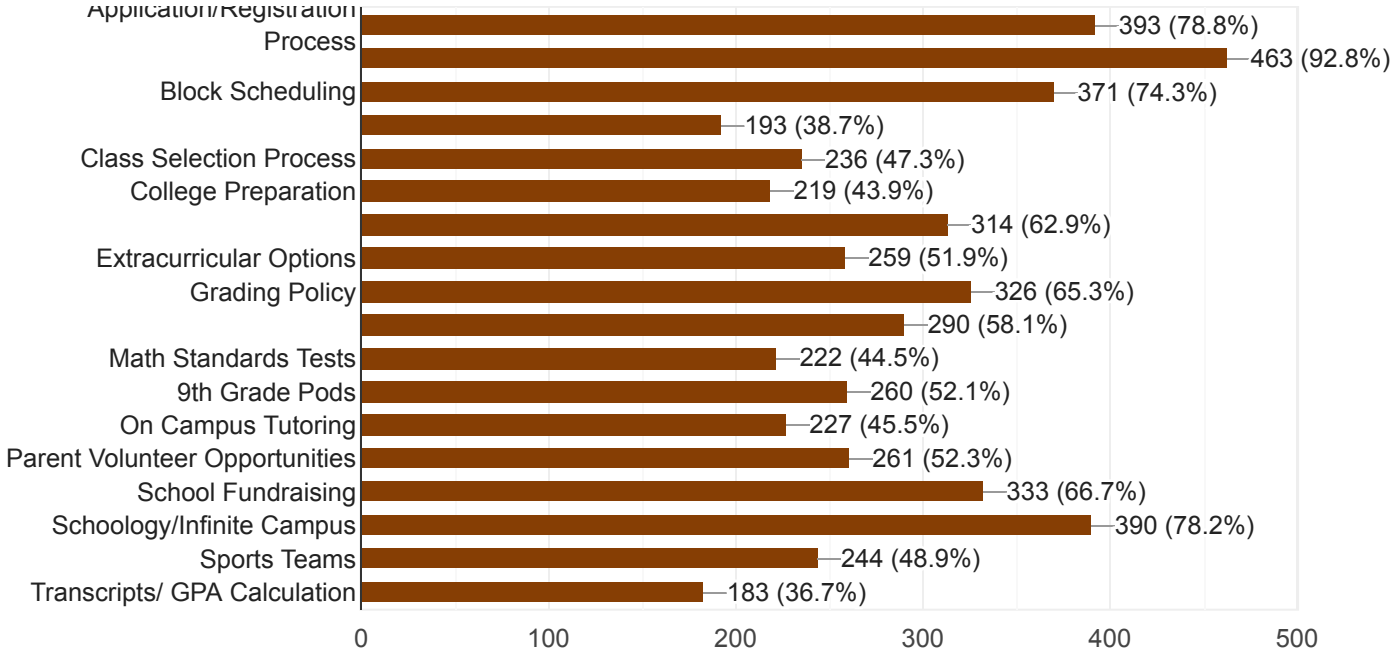
Timely information about my child's progress is available through Schoology, Infinite Campus, or other means for my child's: (Check all that apply)

499 responses



I have a good understanding of the following: (Check all that apply)

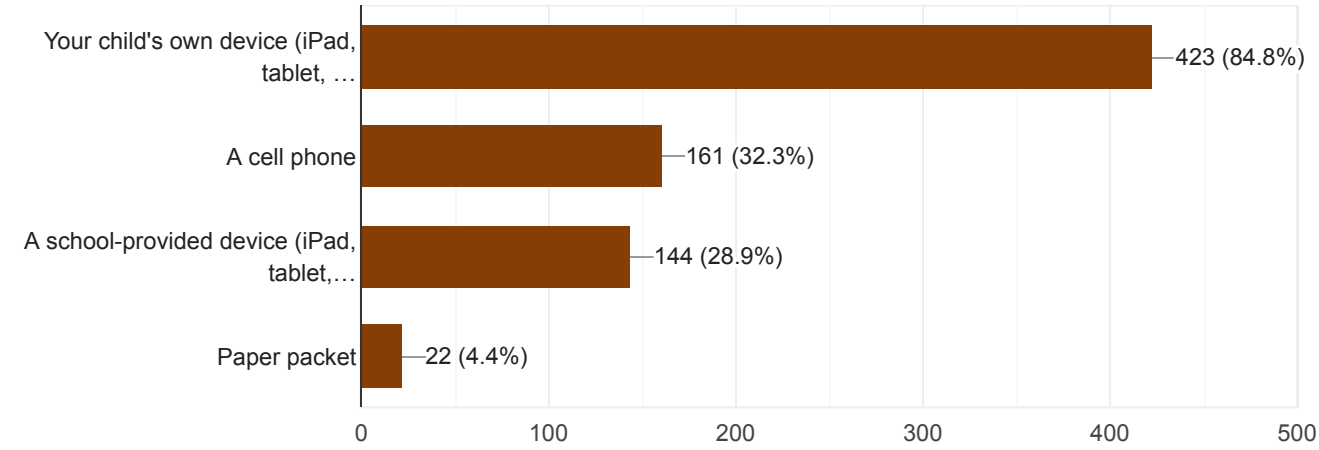
499 responses



Distance Learning

How is your child learning remotely? (Check all that apply)

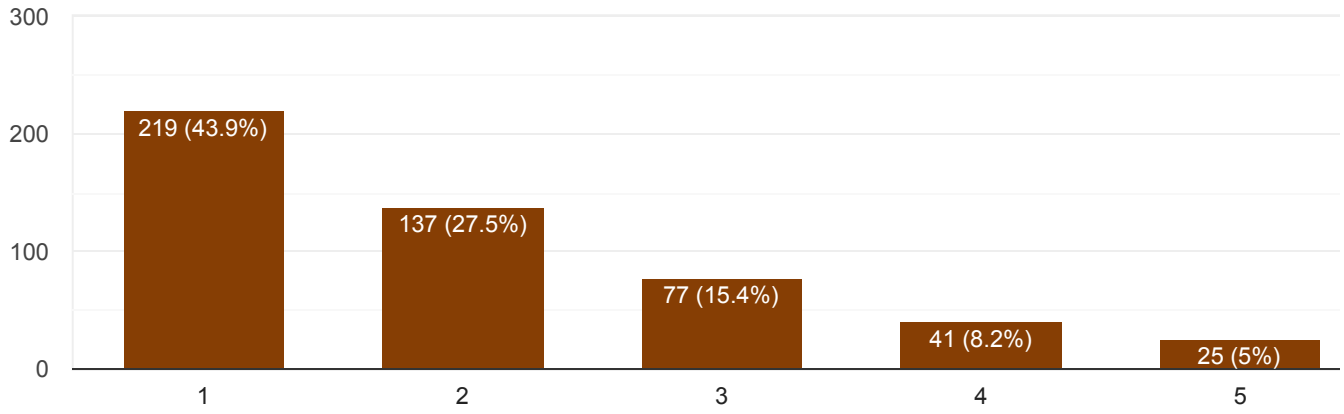
499 responses



Please indicate whether you Strongly Agree (1), Somewhat agree (2), Neither agree nor disagree (3), Somewhat disagree (4), or Strongly disagree (5)

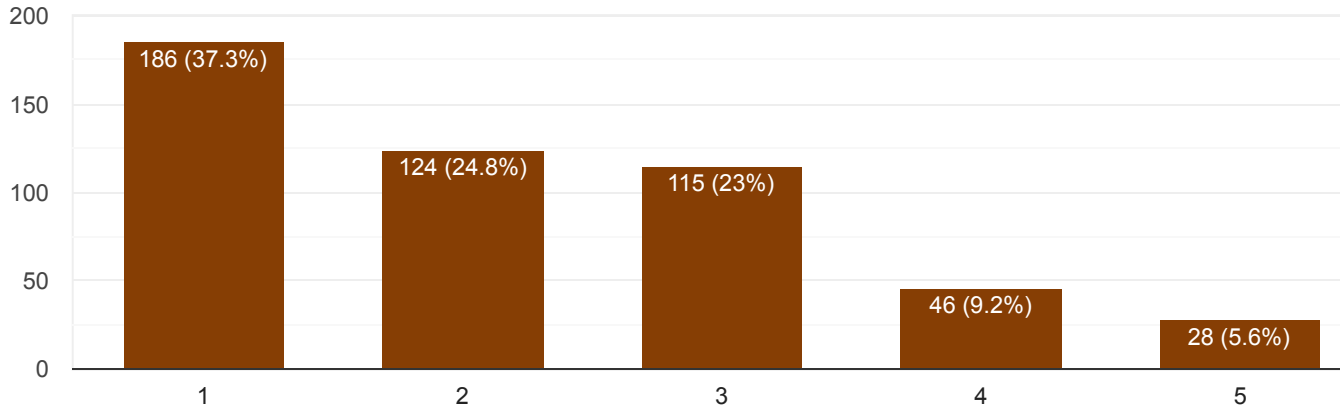
It is easy for my child to get assignments and classwork

499 responses



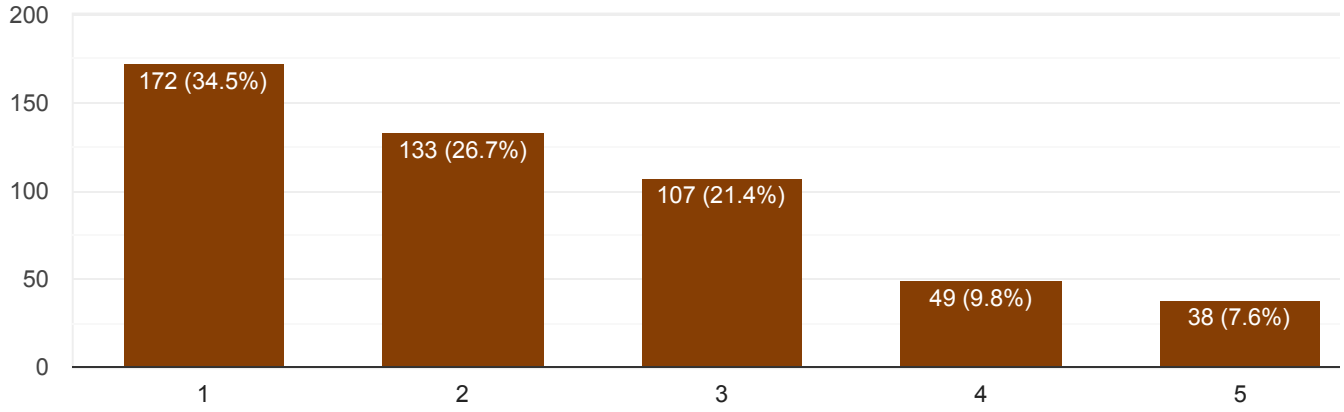
PCHS's Distance Learning schedule and policies are fair and clear

499 responses



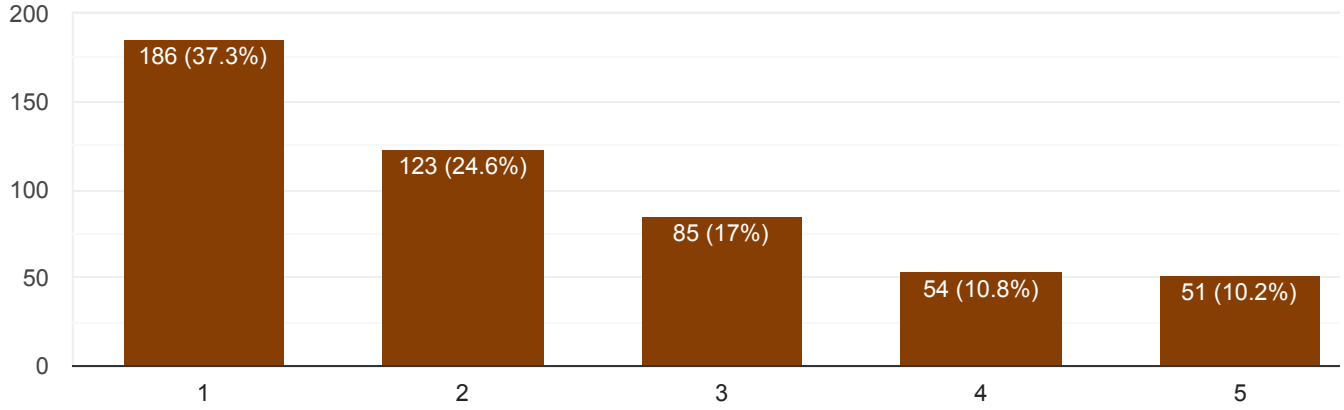
My child's teachers have been fair, communicative, and caring during distance learning

499 responses



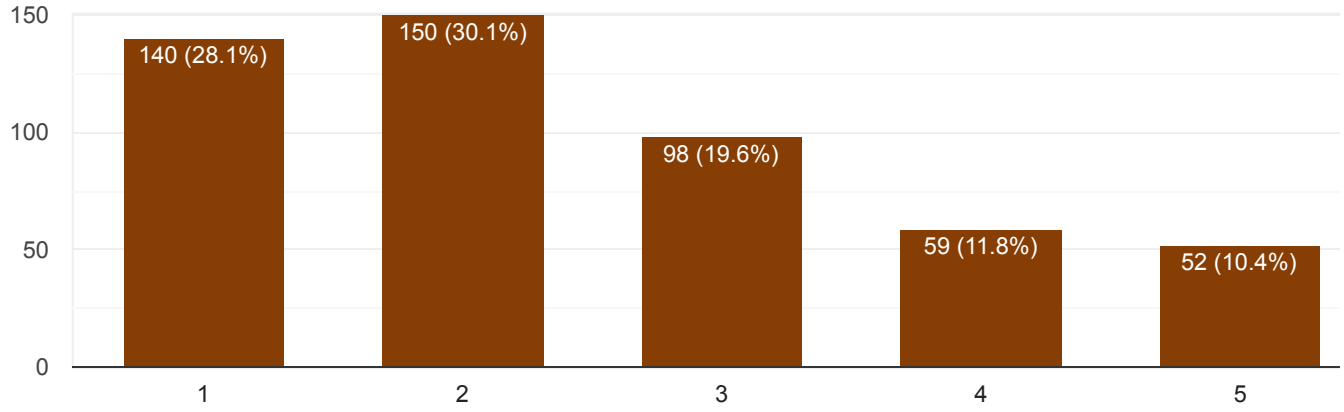
My child is engaged daily in classes during distance learning

499 responses



My child is coping well with distance learning

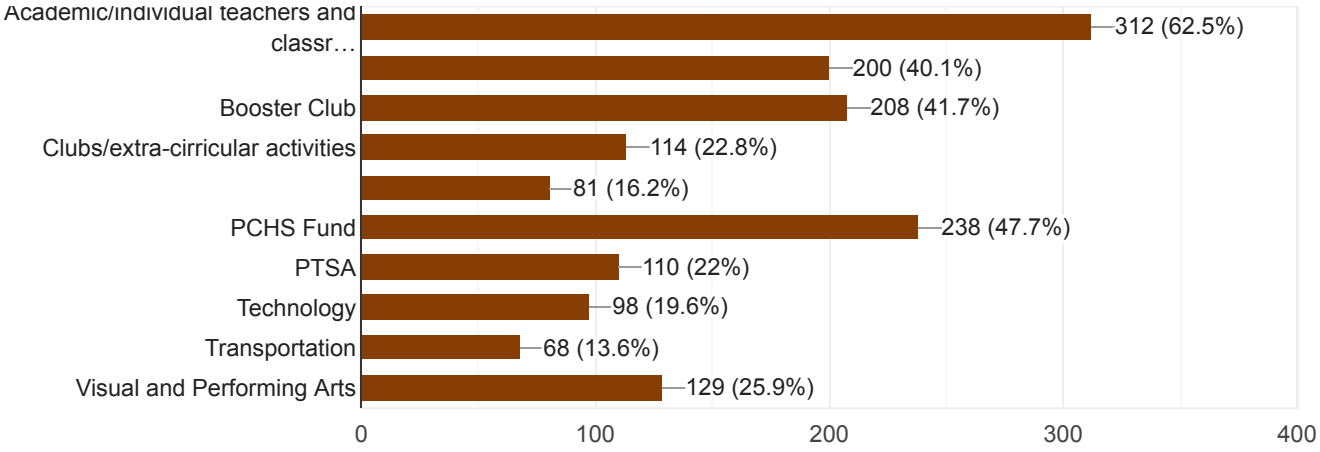
499 responses



Fundraising Priorities

When you make a donation to Pali, which of these programs do you support: (Check all that apply)

499 responses



Please share any additional feedback you might have.

190 responses

Math dept teachers (Name Removed) needs improvement.

The quality of education has not been good for math and science with distant learning. Students need back in the classrooms!!!

Amazing group of people, working hard to give the students the best experience possible.

I think more should be done during this distance learning to teach. Not just give assignments.

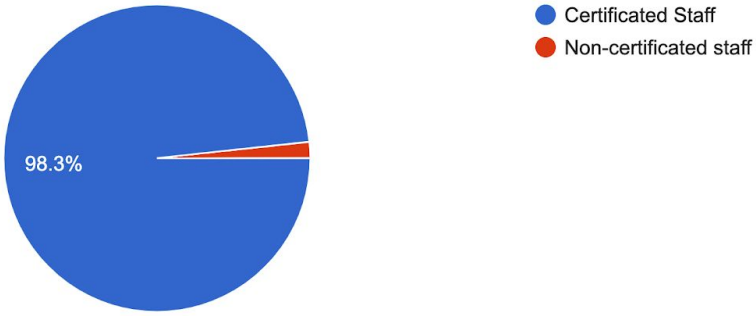
On Line learning since COVID-19 was not effective for our child.

Grading policies during quarantine are not fair. Online learning is impossible for some kids. Getting no credit is not the same thing as not being penalized. How is having to retake a class not a penalty? Kids from under served communities and kids with learning disabilities are getting screwed by these policies while kids in the middle are benefitting from higher grades.
Ps the system would not let me submit this unless I checked at least one box in the third question about administration.

PCHS 2019-2020 Staff Survey Results

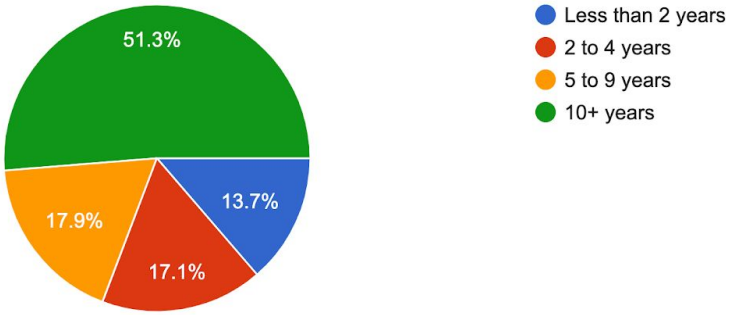
Please indicate whether you are:

117 responses



How long have you worked at Palisades Charter High School?

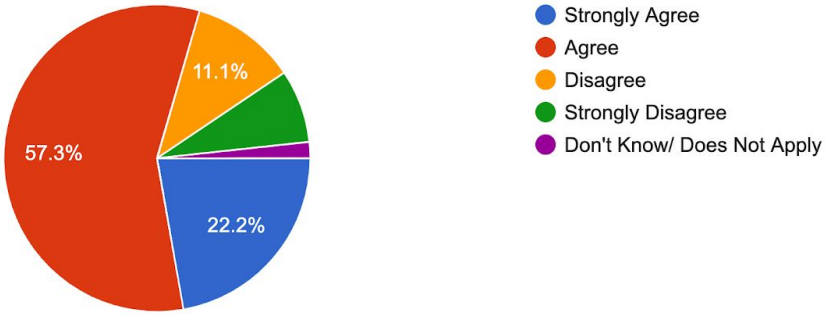
117 responses



School Culture

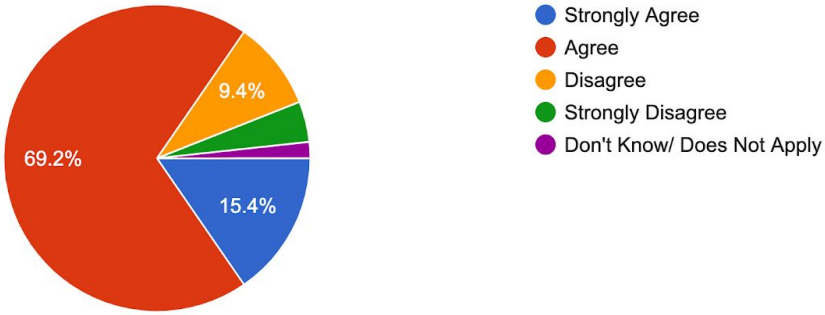
The school community is aware of and united in the PCHS mission as a charter school.

117 responses



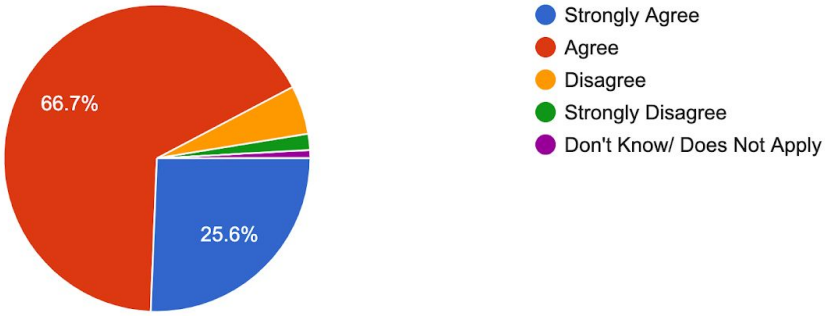
Most of the students follow the discipline policies at this school.

117 responses



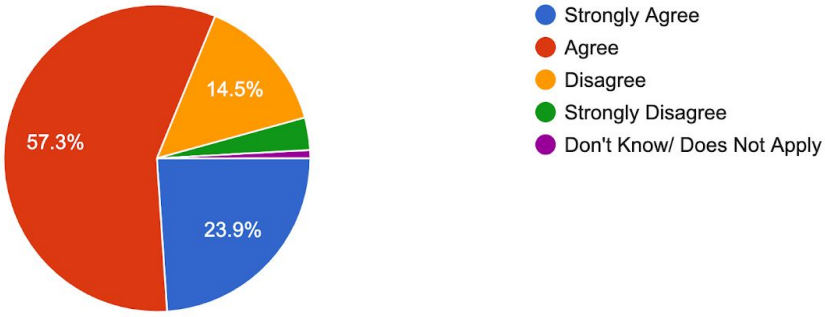
School staff works together with parents to help students do well in school.

117 responses



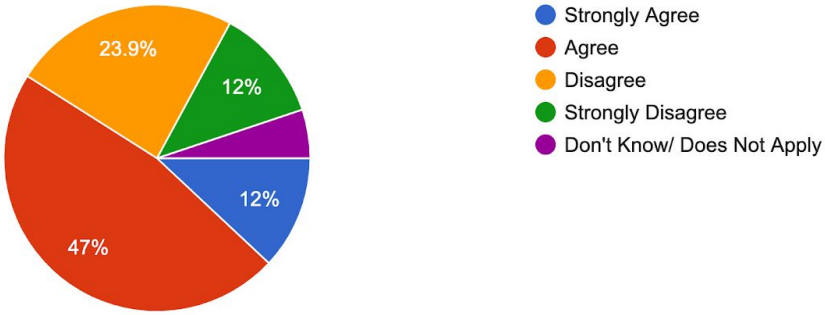
PCHS celebrates important individual and school-wide accomplishments.

117 responses



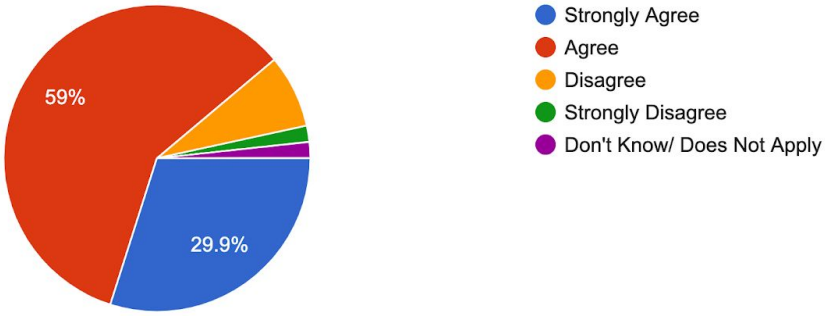
Problems and conflicts are dealt with in a fair and constructive manner.

117 responses



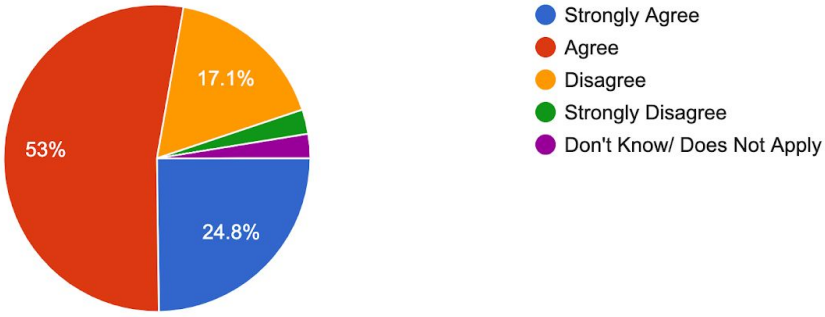
My colleagues have high expectations of all of their students.

117 responses



I feel I have the proper training/support to work with students who have a variety of needs.

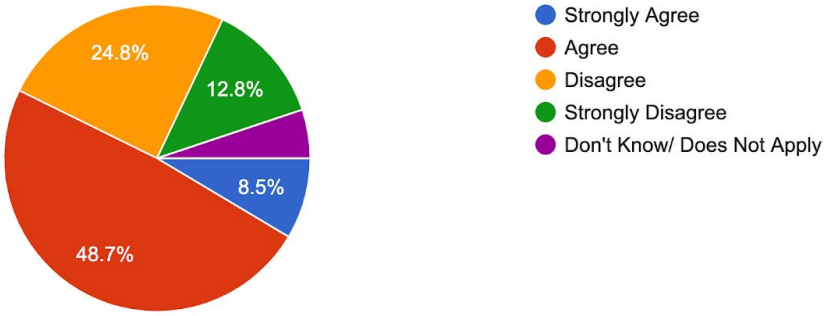
117 responses



Working Conditions and Performance

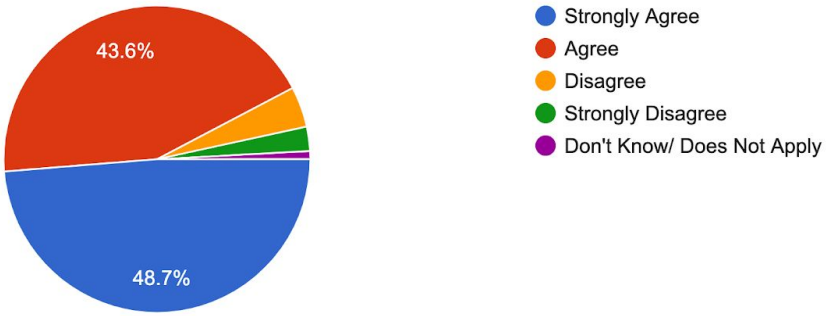
I have an opportunity to help shape decisions about the school's policies and practices.

117 responses



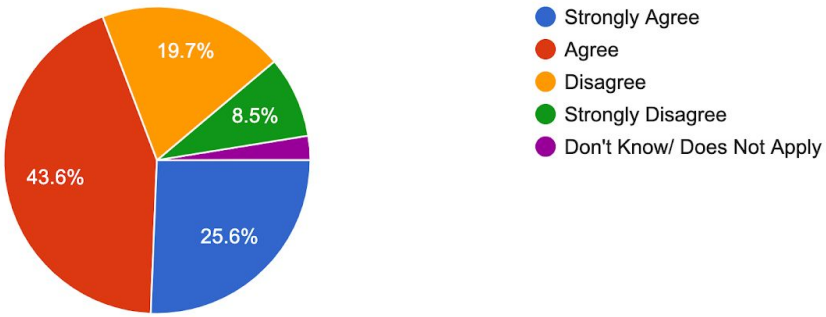
I have a clear understanding of my job responsibilities.

117 responses



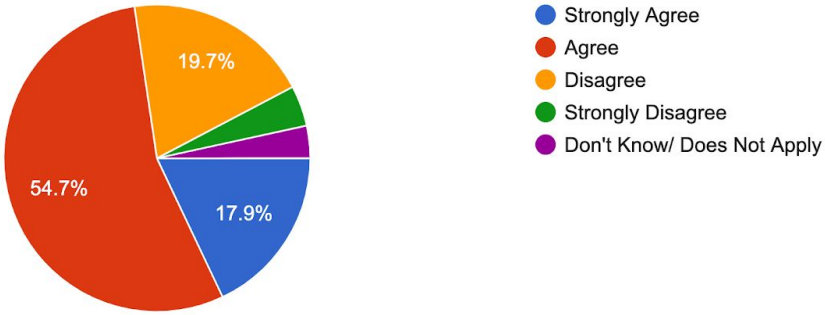
The administration is approachable and accessible when I have comments or concerns.

117 responses



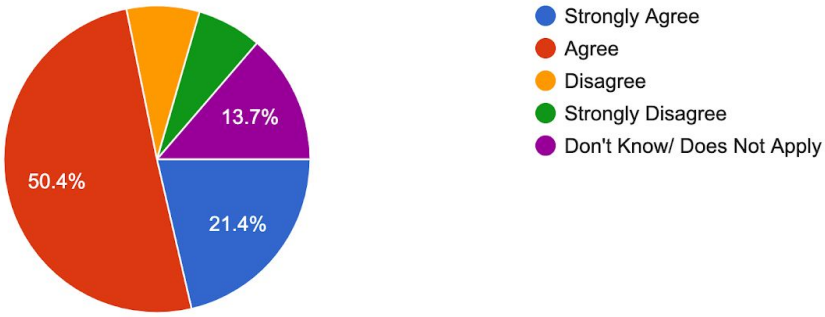
School personnel collaborate well with each other.

117 responses



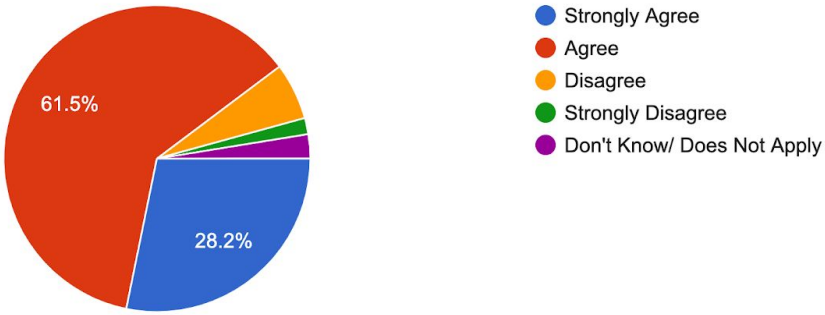
The performance evaluation process is transparent and fair.

117 responses



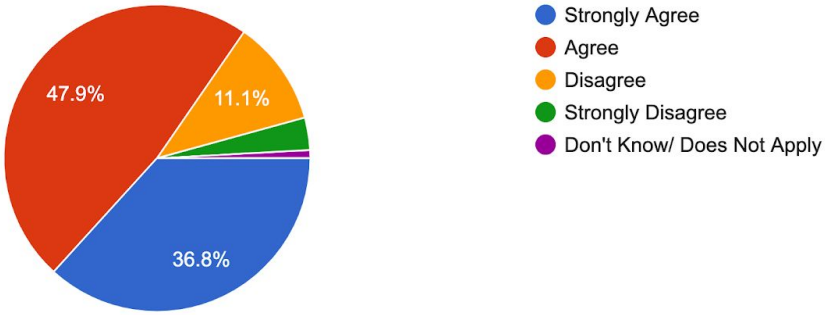
I participate in and take advantage of multiple professional development opportunities that help improve my job performance.

117 responses



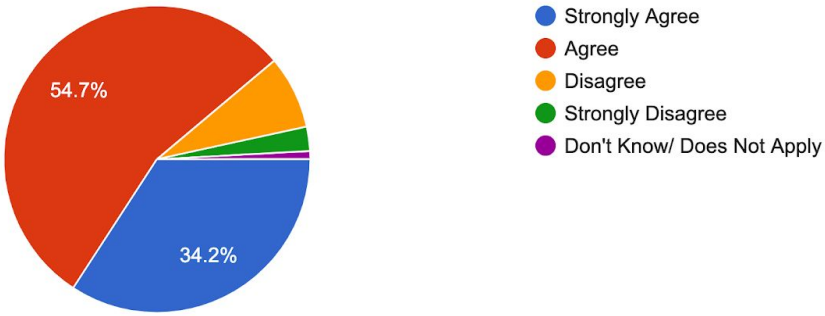
My school emphasizes respect for all students' cultural beliefs and practices.

117 responses



PCHS is a good place to work.

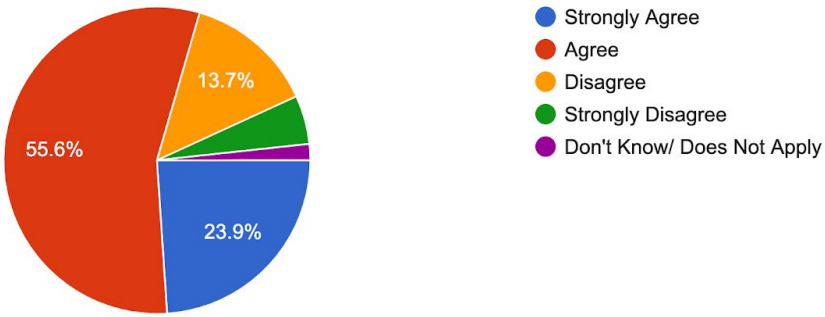
117 responses



School Administration

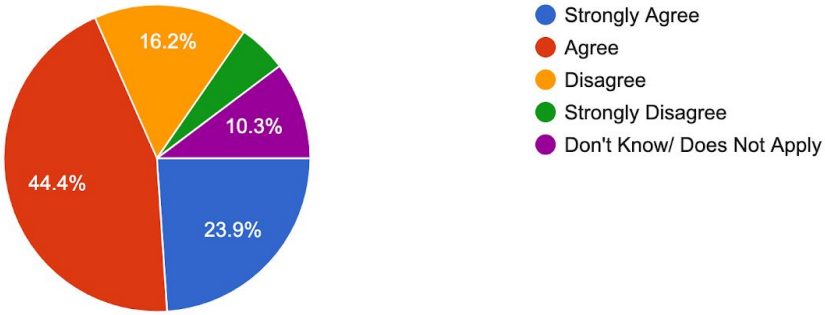
The school administration advocates for the needs of its diverse student body.

117 responses



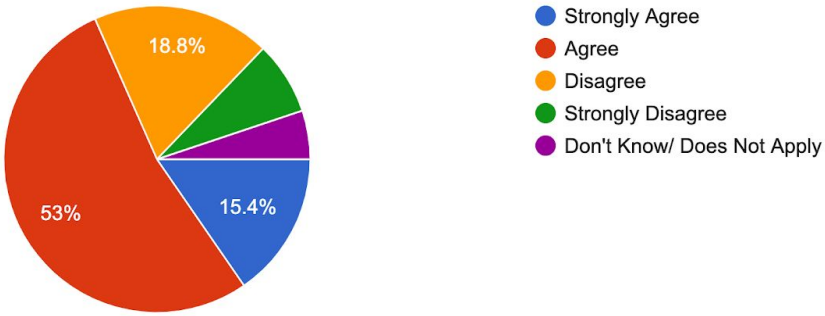
The school administration has regular contact with the PCHS Community.

117 responses



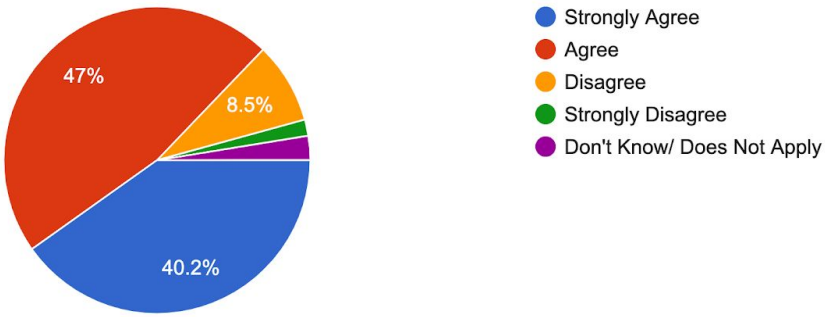
The school administration deals with student discipline in a timely manner.

117 responses



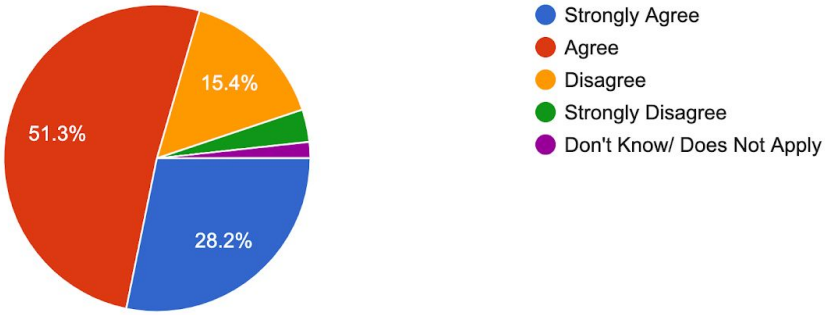
I have at least one school administrator I can turn to for support.

117 responses



The school administration advocates for the needs of diverse students.

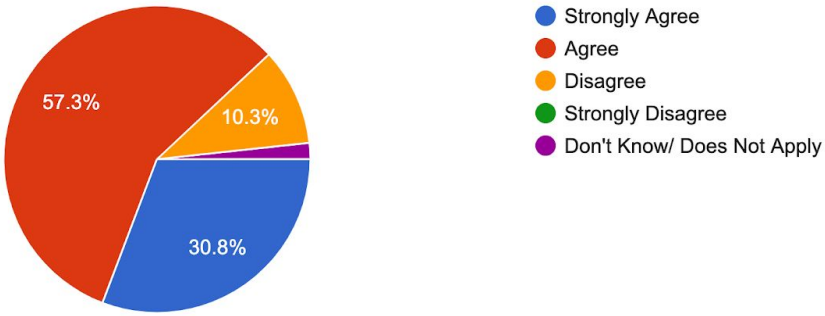
117 responses



Academic Program

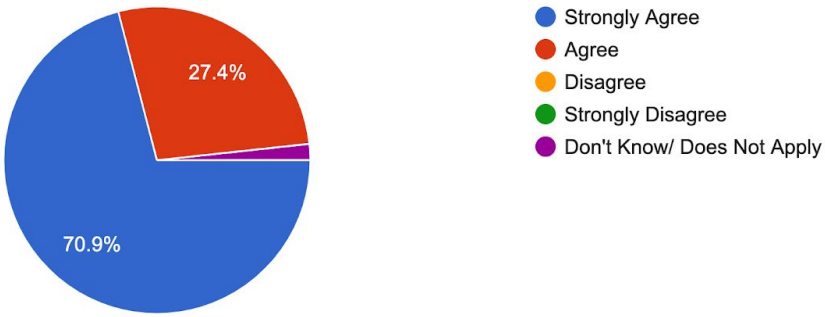
I regularly use student achievement data to make decisions about teaching.

117 responses



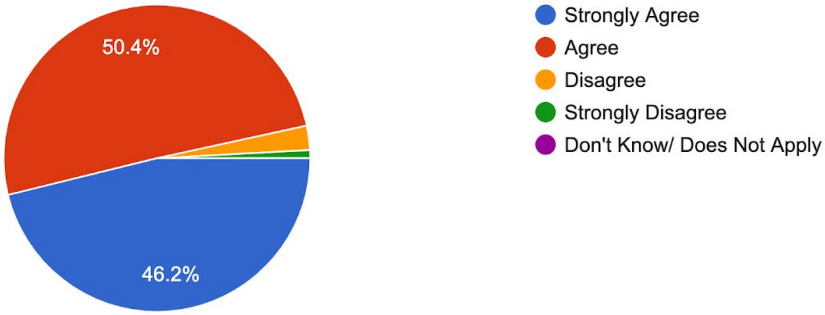
I feel comfortable posting information consistently on Schoology.

117 responses



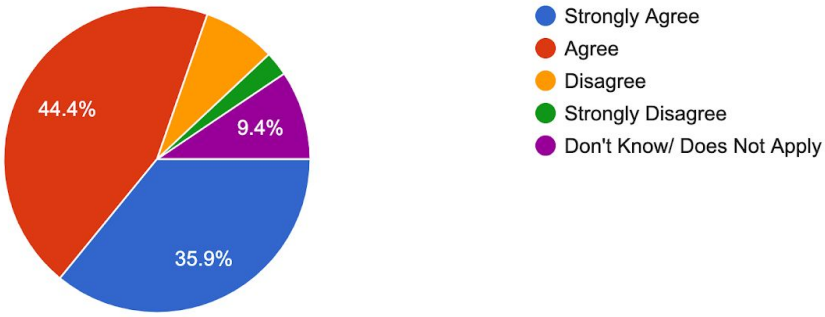
Classified office staff are helpful when I need assistance.

117 responses



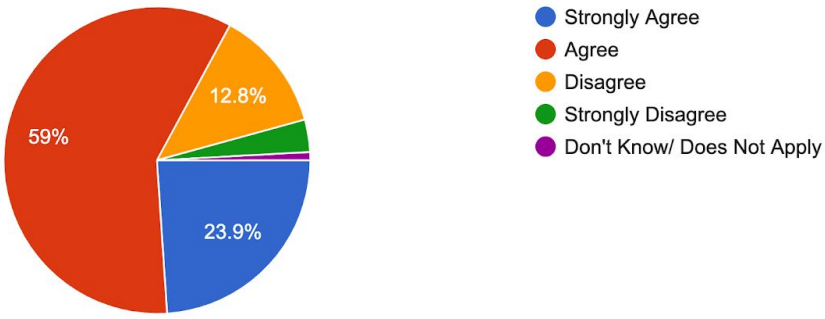
My PLC collaborates effectively.

117 responses



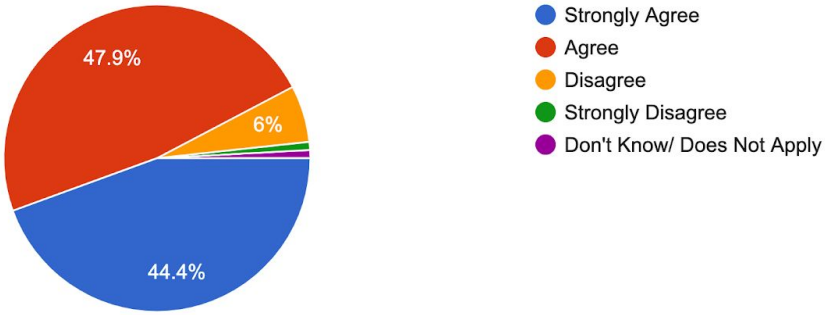
Safety training and protocols have helped me feel prepared in case of emergency.

117 responses



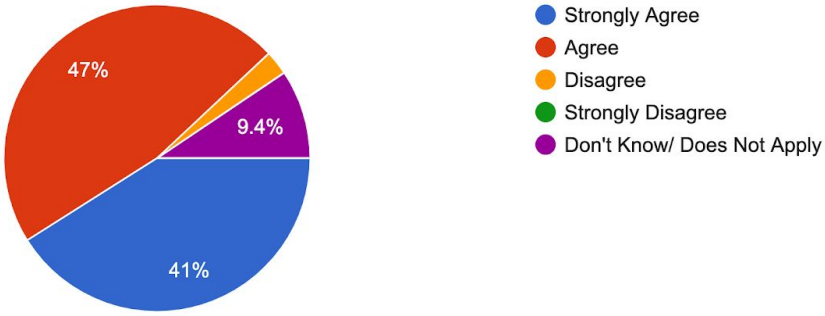
I feel comfortable in differentiating instruction.

117 responses



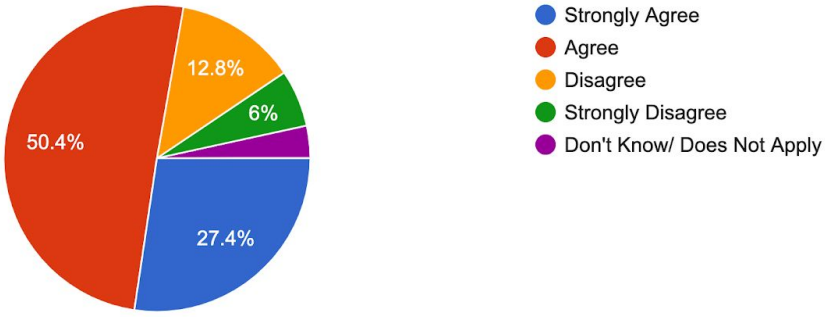
I use similar summative assessments as other teachers in the same PLC and/or subject.

117 responses



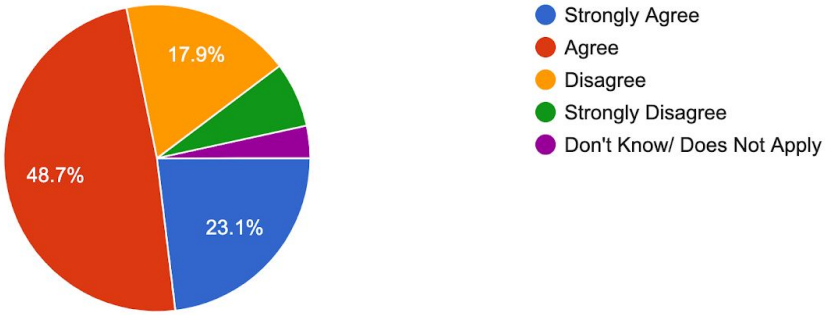
PCHS encourages positive interactions among diverse student populations.

117 responses



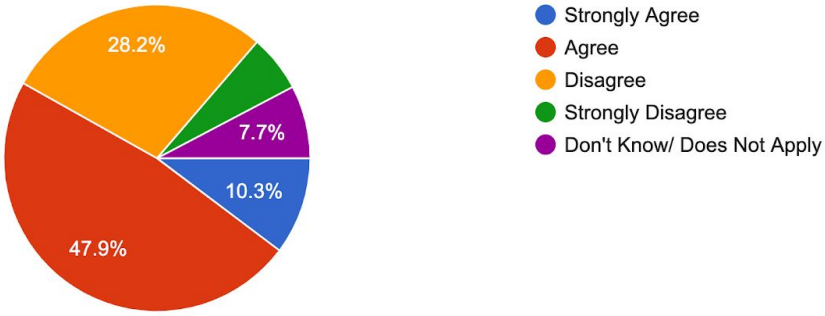
Students take advantage of my office hours.

117 responses



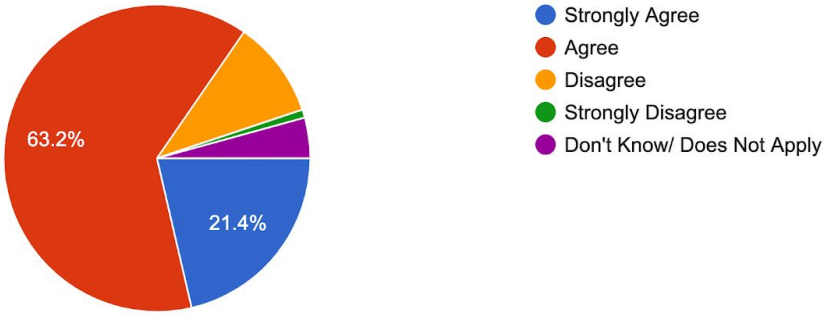
The school's academic support infrastructure meets the needs of low-performing students.

117 responses



I would rate the Academic Program at my school as very effective.

117 responses



Open-Ended Questions

What professional development training would you like to see for the 2020-21 school year?

Additional Comments: Is there anything else you would like to share about your experience at PCHS?

No

N/A

no

none

No.

n/a

None.

NA

I am happy at PCHS

I don't like the fence out front of the school.

Security team does a wonderful job and teachers feel that they can be counted on to help in the educational process

E - learning is difficult and should be recognized as such

Thank you

communication is lacking- I think you want to hear from us but the admin has already made a decision so what is the point

The clash between administration (specifically the negotiations team) & faculty must end. I do not want to hear any more empty accolades when neither I nor my students are supported by my principal in any tangible way. Pali is no longer a place I am proud to work at, even though I will always give my all for my students.

I love teaching at PCHS.

Have a great summer

Contract negotiations are not going well.

Teachers and staff need to be compensated appropriately for the amount of work we do for our students. And recognized by admin, instead of feeling pressure from them to do more and take on more, or that we are not doing enough. Pali faculty goes above and beyond to the point of burn out. UTLA is fighting for a tiny sliver for us, and the board and admin keep shooting it down. Without properly compensating good teachers and counselors, there is no learning and no almost immaculate graduation rate. Feeling very frustrated that Pali admin and board extend the negoations, dilly dally, and did not give us a raise when LAUSD got one 1-2 years ago.

I think the teachers and probably counselors, too, did an extraordinary job in making online work with little to no online training and a moment, it seemed, to prepare. We learned, adapted and performed. I surely appreciate the accolades from admin. on zoom meetings, but when we see lack of action in the negotiations reflecting those accolades, it is below discouraging. It completely invalidates the accolades. I am a hard worker, but with this online learning it was regularly 10 hour days and the stress trying to learn all the new tech was crazy laborious. If the admin. really meant what they said and to some degree I think you all mean it. Why can't some of the surplus money from us not being

at school be given to us as some kind of bonus. Wouldn't you want that for us? If you truly meant what you said, you would want us to have it because you believe in us. This should have nothing to do with negotiations...you just want us to have it. Great leaders actions align with their speech.

(Names Removed) are the heart and sole of the school. Always available, always positive.

I am very fortunate to have students that have been following my daily class routines with regards to submitting assignments within the allotted class period time throughout the physical closure of the school.

I am very fortunate to be at such a wonderful school

thank you to all have helped me. Special shout outs to tech dept, Monica I, and John V

I don't really feel safe answering any questions other than the ones about my teaching and my colleague's teaching. The following events have made me feel uneasy and distrustful unfortunately and I fear retaliation. (Name Removed) has spies she asks to report out after UTLA and faculty only meetings = no voice, for fear of retaliation. The Lawyers have misinterpreted code to silence our teacher voice on the Board. Decision after decision shows that teachers are not valued assets that literally ARE the school- but expendable #s that can be easily replaced- (Name Removed) opinion of National Board Teachers. Administration is top heavy with non-educators making important budget decisions. (Names Removed) are all doing great work. The system that was in place- (Name Removed) having a robust team of NBC Teachers running everything from Testing to teacher support was gutted immediately after our 6 1/2 year WASC Review. Their report literally said that these achievements were only possible because of the structure of the school. The actual fundraising that goes on because of teachers and coaches and the Booster Club is claimed by the non essential (Name Removed) position. Very much waste of money at the top and classrooms bear the burden. :(disappointed.

What a year! Thank you for all your support, guidance, and positivity.

Thank you for your support! I am proud to be part of this school.

I feel that PCHS has the vision of what it wants to be but has a difficult time getting there. The is a lack of trust and communication between the faculty and administration.

Teachers have worked again without a contract and there seems to be no real effort by the administration to resolve this issue.

Teachers really stepped up to the plate when we transitioned to e-learning.

Happy soon to be summer! :)

I have truly enjoyed this school year even with all the difficulties of the fire in October and the COVID-19 closure... its been a great year... just very different than usual.

Expectations should be delineated BEFORE the survey and end of year PLC questions

Very organized, high functioning school, great students, supportive parents

This has been a very eventful and unforgettable first year at Pali but I am ready to take on next year :)

The potential for PCHS is enormous. The gap between what "is" and what "can be" is frustrating. Transparency would go a long way in healing the credibility of leadership. Checks and balances are needed to better deal with local community agendas and fears when it comes to protecting the diversity of students and staff on campus.

i am very happy here

We may have issues that bubble up but I feel so very fortunate to work here.

Overall, a good environment to work in. Students would greatly benefit from a vastly improved cafeteria. This is the 21st century.

More and more, teacher voice and input are not taken into consideration authentically.

PCHS does not support and value its teachers. We have been working without a contract since last year. Admin and the BOT gives us lip service about how important we are, but then stabs us in the back when it comes to funding (even something as simple as IMA). The school has gone downhill in the past five years but no one on the BOT wants to hear that. Pali squelches any dissenting voices. Pali is more concerned with how we are perceived by outsiders as opposed to what is really going on within. There is a cancer eating away at PCHS that no one in a leadership position wants to address and no amount of "fun and games" or $5 gift cards will help this. The only reason why the school is successful is because of the teachers not in spite of the teachers.

For the statement "Problems and conflicts are dealt with in a fair and constructive manner." I disagreed. I disagreed because several times throughout the years that I've taught at Pali, I've been given students (sometimes mid year) because other teachers in my PLC can't relate with students on a social and emotional level. It is not fair. Counselors and deans max out my classes because kids don't want to be in other history classes. You are literally punishing the good teachers when you do this, For example, this year two kids were caught cheating in another teacher's class. The solution? Put both kids in my class IN THE SAME PERIOD. Again, this is not fair. Another example, two kids with special needs were put in my class because the same teacher couldn't handle them. Again, this is not fair.

Management and the BoT used NBC teachers as leverage to divide the faculty. Management and the BoT uses a two tiered system for life time health benefits to divide employees.
Management and the BoT did not renew a contract with its employees.
There is a lot of talk about care for the employees but NO action.
What is the process for evaluating Administration?

Disgusting!

If we continue eLearning or we end up doing it again in the future, I think coming together for questions, discussing challenges, and more consistency with policies, etc across the board will be helpful. It was thrown on us this year so there wasn't time for that, but moving forward I think it would need to happen to be more effective.

The E-Learning is new to me. We use Welligent in the special education department and have many requirements for this including tracking, writing IEPs, monitoring goals and that takes up a great deal of time.

I have had some challenges learning the many other online platforms on my own by watching videos, etc. I personally, need more hands-on training and I hope we can get this in person at some point.

There is a lot to learn and it has been a little difficult watching videos and being on a screen all day, every day. At times I feel my eyes are getting tired (as I'm sure we all do).

I enjoy working here. This has been a wonderful blessing in my life and I can say that I love what I do here at PCHS.

I watched my daughter be actively engaged with E-Learning and appreciate how hard my colleagues worked through these challenging times. PCHS ROCKS!

Love it. Wouldn't work anywhere else.

Parents are extremely used to pushing teachers to give their children higher grades.

None

Very good collaboration in many areas - see people trying very hard and am grateful to be working with our student population. Certain decisions are differ from my approach and values, but respect everyone's efforts.

yes

Feeling more and more isolated and not just because of teaching from home - even while at school. I had one exceptional PLC that kept me motivated and was the epitome of collaboration. The other "communities" of which I was a member did not have the same level of commitment to each other and to real collaboration and sharing. For years, accountability has become an issue and we are not addressed as individuals as to our responsibilities.

One PLC used the group norms to make a decision and then not everyone followed through with that decision. It is frustrating to work with a group and not everyone is fulfilling their obligations. It is compounded by the constant way in which the misbehavior and irresponsibility of a few people is attributed to the faculty or group as a whole. I have heard more than once "You all need to..." whatever a few didn't do. I feel like decisions are made to account (make-up) for those few people who are not willing to abide the policies, act professionally, address the needs of all students, and fulfill their responsibilities as educators. I am tired of having to fill out forms, change a grading scale, participate in training, etc. because of these individuals. I myself feel like I am not held accountable as an instructor but I make the decision each day to be the best instructor/educator possible. I

would welcome more accountability myself if it meant others would improve (or move on) and we could create a better working and learning environment.

Not at this time

Thank you to all those that dedicated time to make sure that all of our student's concerns and needs were met. This semester proved more than ever that we, the PCHS community, can come together to resolve issues and adapt to any type of challenge. We all did what we needed to do in order to make this a successful semester under such unprecedented and historic circumstances.

Despite the unusual end to the school year, it was a terrific year at Pali!

NO

I think PCHS cares deeply about students. Not so much about teachers. The praise is superficial and verbose, but the actions make those words feel empty. I am not just referring to the lack of a significant raise. More so the ways in which our needs are dismissed, our experiences during covid brushed aside, but the emphasis on the student experience is highly accommodated (which I strongly support, I just thought PCHS would extend that understanding to teachers.) I am referring to having a 3hr Zoom Faculty meeting with professional development on EdPuzzle, that many of us have been using this entire time we are on eLearning. On a Friday, after a grueling week of hosting Zoom after Zoom and staring at a screen more than any of us ever have, we had a 3 hr meeting. No one made accommodations with us in mind. Like, "Hey, let's get right to the nuts and bolts and tell them the important information." Any and all information we were desperately seeking in terms of planning, grading scales and the like were held hostage until the very end of the meeting. That is one of many ways that the teacher experience is overlooked.

I also think the school lowers the standards constantly to avoid conflict, parent push back or litigation. And I am not referring to the covid grading scale. Just an observation on campus. Not once have I heard any discussion of higher level thinking, critical thinking skills, DOK, rigor and relevance etc. This is a very social/emotional based school, which I believe is paramount to the rest, but the rest is the meat of education and can't be overlooked. Kids will meet the standards we set for them. If we don't set them high and provide support for them to succeed, we are indirectly telling them that they are incapable of doing more.

Very proud to be part of PALI. :)

It's not clear what the term "confidential" means at the top of this form, as we don't really know whom we are writing to anyway.

I MISS PALI but don't want to return until it is safe to do so

I miss being on campus & seeing my students and peers

I love Pali.

I am thankful for the short time I had at Pali

Glad to be there! :)

There is a fair amount of tension between teachers and administrators, making it uncomfortable at times.

This has been a disappointing year in many respects. Some of the reasons have been out of our control: fires, Covid-19. But the failure to negotiate a new contract, incompetent financial management, racist and sexist incidents with students, and an administration that constantly touts their appreciation for the faculty without actually showing any sincere appreciation have damaged my connection to the school in a way that feels like a real challenge to overcome. To have your opinion requested and to have it continually ignored is extremely dispiriting. To feel like you have no voice is depressing.

My colleagues in my department are the finest I've ever worked with in my entire career.

Thank you for a great first year at Pali!

I love Pali!

I have had generally positive experiences here, except for several inconsistencies with payroll. I don't have a lot of faith in the PCHS employees in charge of finances and payroll.

I feel that admin needs to handle serious discipline issues better, i.e. the noose issue from two years ago, and the rating of females students this year.

It was definitely a unique way to experience my first year at Pali. But my colleagues have been so helpful and encouraging to me. I feel I was not able to connect with as many people as I would've liked, but that is also my own fault for being tunneled vision and "surviving" in my own classroom. I am very thankful to have moved here from my other school. My work feels more meaningful and I my students have been so incredibly sweet and mature (esp. during the time of distant-learning). I do wish I had more time with the admin to fully show what I am doing in my classroom, but I know there is more years to come.

no not now

Overall good

The cell phone problem is out of control. We need a solution.

We have lost our sense of where we're going and how to be excellent. The school makes decisions based on fear of lawsuits rather than what's in the best interests of the educational program. There is a complacency about academic excellence. We are spending money in the wrong places.

it has been a wonderful and eventful first year at Pali and I look forward to next year already.

Very positive and supportive year. I'm already reflecting on what worked and what didn't work and making adjustments for a better curriculum next semester whether we're in the classroom or teaching remote.

When a negative interaction occurs between Admin and Staff, the Staff eventually hear about it and morale goes down.

Thank you for another great year together!

Love working with the kids and my colleagues. Thank you to the administration

Impose appropriate consequences for student who violate the conduct code and student expectations, be more proactive rather than enabling students with bad attitudes, bad language, disrespect for other students and teachers, etc.

Pali needs to financially support their travelling students, without whom, ths school wouldn't survive. A student who travel brings in the same money as a student who walks to school, yet works many times harder to do so. They should be rewarded with transportation and equal access to governance. Students of color need to be protected by holding students, parents, faculty, administrators, and board members accountable for racism and discrimination as well as inaction in the face of racism and discrimination.

Pali is a good place to work; there are, however, strong personalities in each department who believe that, somehow, their practices are superior to others. This makes for tension. Such colleagues tend to look down their noses at educators who may approach their profession differently. Also, I fear that our school does not emphasize learning for learning's sake. The emphasis on g.p.a. and extra-curriculars, while understandable, also tends to turn many students into "achievement robots." Some of these students were only too happy to stop this "game," to sleep more, to find some balance in their lives, to entertain forgotten hobbies, during our unfortunate pandemic.

Improve transparency- need task force

Overall, good.

Go Dolphins! I love Pali!

I really enjoy working at this school and have learned so much from my coworkers. I wish the administration was in the class more and maybe even came on some of our class zoom's during E-learning. I feel a big divide between the teachers and Administration especially working without a contract.

I don't think putting a fence around the school makes students safer. It makes it feel like we are in a prison and creates a false sense of security.

Attendance was my biggest issue. Even when students had a computer and internet access many never or rarely checked in. Some students thought that all they had to do was check in on the attendance, but not do any work. How can we make it clear going forward that work completion and participation are required to earn a passing grade? Perhaps we need to develop a contract that the

students and the parents sign agreeing to participating during school hours and completing their work.

I held Zoom sessions for all of my classes. I did not Zoon for the entire class, but I did make sure everyone understood the assignments and got their questions answered.

One other thing - there are many teachers who would like to teach from our classrooms at Pali and not from home. At school we have access to our materials and for me, much more reliable internet.

Thank you for taking the time to listen.

Very disappointed that certain academic classes/programs that make the school look good have been cut like a slice of cheese without any consultation.

I am proud to be a Pali Dolphin, and I am proud to work with students that are culturally diverse, extremely respectful, and incredibly intelligent. Additionally, I am content working with faculty, staff, and administration. I feel supported by PCHS; however, I feel that our some of our underperforming students do not always get the necessary respect, accommodations, or resources to be successful.

What a school year this has been! The online teaching experience has been inspiring in many ways, but no less exhausting, up to the very end. This time, different body parts will need time to heal and repair. Thank you, Admins, for working it from your side!

Very difficult year- the tension seems to be mounting on campus. Very little care and attention to value of students and staff of color.

I think we navigated a brutal year with aplomb and integrity.

It's pathetic and not conducive to the best work environment when there is no contract going into a second year.

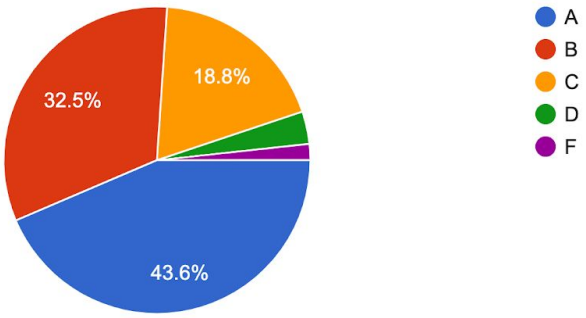
none at this time

Pali has not truly addressed many of the issues that have come to light within the past 5-6 years. Such as staff moral and the cultural racism that seems to plague our campus. Our faculty and administration seems to display a "cliquish" type of mentality. The same individuals are able to receive out of classroom positions, auxiliaries, and positions. Certain individuals are accepted at the table, while other are dismissed. Teachers are not acknowledged for their efforts or what they may bring to the table. Unfortunately, when I began at Pali it was not like this, but has declined over the years. I am afraid we may not be able to live up to our mission statement, which is very disconcerting. I use to be proud to say I was a teacher at Pali, now I am embarrassed to acknowledge that fact. The culture on our campus is not welcoming to ALL and is not EQUAL to ALL.

School Grade

What grade would you give the school?

117 responses



Coversheet

Public Hearing on Initial Proposals from PESPU to PCHS, and from PCHS to PESPU, for 2020-2021 School Year Negotiations.

Section: VII. Governance
Item: E. Public Hearing on Initial Proposals from PESPU to PCHS, and from PCHS to PESPU, for 2020-2021 School Year Negotiations.
Purpose: FYI
Submitted by:
Related Material:
PESPU Sunshine Letter 2020 10_13_2020.pdf
SUNSHINE PESPU Initial Proposal from PCHS to PESPU 2020-21 10_13_2020.pdf

October 9, 2020

Dr. Pamela Magee
Executive Director/Principal
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272

Re: Initial Proposal for 2020- 2021 Negotiations

Dear Dr. Magee:

This proposal is submitted for purposes of informing the public pursuant to the Government Code 3547. The Palisades Educational Support Personnel United requests that the Palisades Charter High School Board present this proposal at the next scheduled Board meeting.

The Agreement is subject to negotiations at this time. The union proposes to negotiate the following Articles and related Appendices:

ARTICLE 9 – HOURS AND OVERTIME

9.9 There shall be no transfer of work or assignment of work which has been traditionally or customarily performed by Unit Members to non-Unit Members of the employer or to workers not employed by PCHS.

Article 12 - WAGES AND SALARIES, PAY ALLOWANCES, DIFFERENTIALS, AND SPECIAL SALARY PRACTICES

12.1 Wages and Salaries: Amend 12.1 to include the following:

2019-2020: 0.5% on schedule, retro to 7/1/19, and 1.0% off-schedule bonus
2020-2021: 0.75% off-schedule

ARTICLE 15-REDUCTION IN FORCE

~~15.1 A reduction in force is defined as a reduction in the number of hours or number of days in a position due to programmatic changes or a reduction in funds and shall be preceded by sixty (60) days advance written notice to the unit member.~~

~~15.2 If a reduction in force takes place, PCHS will utilize seniority within classification to determine the order of layoff and any applicable bumping rights. In the case of a tie, the~~

~~following criteria will be used as a tiebreaker:~~

- ~~Qualifications of the unit member~~
- ~~Expertise within the classification~~
- ~~Relevant knowledge (i.e. relevant training/certifications, etc.)~~
- ~~Performance Evaluations~~

~~15.4 Unit members laid off shall be offered a vacant position for which he or she is qualified for a period of up to twenty-four (24) months from the date of layoff. In the event an employee on the re-employment list refuses an employment offer, he or she will be removed from the re-employment list~~

15.1 Layoff shall only be for lack of work, lack of funds, or discontinuance of a particular program that necessitates a reduction in classified staff.

15.2Layoff Procedures

15.2.1 Seniority – The Order of layoff shall be determined by seniority within the classification of employment. Seniority shall be determined by first date of paid service within the classification. If two (2) or more Unit Members subject to layoff have equal seniority, then the layoff determination shall be made by lot.

15.2.3 Notice of Layoff- The District shall give sixty-(60) calendar day's written notice off layoff. Any notice of layoff shall specify the reason for layoff and identify by name, class and position, the Unit Member designated for layoff.

15.2.4 Bumping Rights - A Unit Member laid off from his/her present position may bump a less senior person within the classification or the Unit Member may bump into any classification in which the Unit Member has previously worked for which the Unit Member has sufficient seniority over others.

15.3 Recall

15.3.1 Laid-off Unit Members are eligible for reemployment in the class from which they were laid off for thirty-nine (39) months and shall be recalled in the reverse order of layoff and in preference to new Unit Members. Unit Member who take voluntary reduction in assigned time in lieu of layoff shall, in addition to the thirty-nine (39) months, be granted an additional twenty-four (24) months of reemployment rights.

15.3.2 If a Unit Member is recalled to a position other than the one from which he/she was laid off, the Unit Member shall have the first right to return to his/her original position.

15.3.3 The recall notice shall be sent by certified, return receipt letter to the laid off Unit Member's last known address.

Article 16 - PROFESSIONAL GROWTH PROGRAM

16.6 During student free days in the ~~2011-2012 school year, there shall be two (2) professional development days scheduled regarding technology, office skills and related subjects.~~ during the 2020-2021 school year, there shall be up to two (2) days of paid voluntary professional development scheduled.

ARTICLE 20 - TERM OF AGREEMENT

20.1 Term: This Agreement shall become effective upon ratification of the parties from July 1, ~~2016~~ 2019 and shall remain in full force and effect, pursuant to its terms, to and including June 30, ~~2019~~, _____ and thereafter extended on a day-to-day basis until canceled by either party upon ten (10) days' written notice.

ADDITIONAL ITEMS:

- The union proposes to list any new position the positions that have been added to the bargaining unit in the Agreement where appropriate and to the salary schedule.
- Open Any Related Appendices to the Article sunshined above
- The Union reserves the right to bring any other issues at a later time.

For the Association,

Kevin Lorick, President
Palisades Educational Support Employees Union, CTA/NEA

cc: Amy Nguyen
Penny Sevoian

INITIAL PROPOSAL

OF THE

PALISADES CHARTER HIGH SCHOOL

TO PALISADES EDUCATIONAL SUPPORT PERSONNEL UNIT

October 13, 2020

The Palisades Charter High School ("PCHS") presents the following initial proposal to Palisades Educational Support Personnel Unit ("PESPU") for 2020-2021 school year reopener negotiations.

PCHS looks forward to productive, collaborative negotiations and an agreement on the following topics for negotiations:

1. Salary

2. Benefits

3. Other issues that may arise during negotiations, which will be made public pursuant to Government Code section 3547(d).

Topics previously sunshined and agree-to in previous negotiations will also be incorporated into the tentative agreement reached during this round of negotiations.

Coversheet

2020-2021 Compliance Monitoring & Certification of Board Compliance Review

Section: VII. Governance
Item: F. 2020-2021 Compliance Monitoring & Certification of Board Compliance Review
Purpose: Discuss
Submitted by:
Related Material: Charter School Compliance Monitoring 2020-2021.pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2020-2021

Dear Charter School Governing Board President and Charter School Leaders:

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

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

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

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

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

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

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **Palisades Charter High School**

Board President Name: **Leslie Woolley**

Charter Management Organization: **Palisades Charter High School**

LAUSD Loc. Code:

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

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

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

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

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

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

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

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☐
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☐
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☐
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☐
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☐
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950-54963	Board meeting agendas and minutes for the past 12 months	☒	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
• Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☐
	Evidence of Brown Act training	☒	☐	☐
	Forms 700	☐	☒	☐
	School policy for responding to Public Records Act requests	☒	☐	☐
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☐
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☐
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☐
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☐	☒	☐

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

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

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 13, 2020 **the School Administrator of**
Date(s)

Palisades Charter High School
Name of Charter School

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

Pamela Magee		October 13, 2020
Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on _____ **, the Governing Board of**
Date(s)

_____
Name of Charter School

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

This certification includes the following relevant documentation:

☐ Board Agenda where item was discussed

☐ Board Minutes

☐ Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

Coversheet

Review 2019-2021 Schoolwide Goals

Section: VIII. Goal Progress Review
Item: A. Review 2019-2021 Schoolwide Goals
Purpose: Discuss
Submitted by:
Related Material: Schoolwide Goals 2019-2021.pdf
Schoolwide Goals Progress Report 2019-2021.pdf

2019-2021 PCHS Schoolwide Goals

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.

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.

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

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.

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.

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.

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.

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

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.

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.

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

PCHS will maintain a balanced budget and build a fund balance for the future. Identify clear budget priorities.

SMART Goal 1: Increase classroom IMA by 50% from 2018-19 through fundraising.

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 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
- 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.

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 earning 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.
5. **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.
6. **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.

7. **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.

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/

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.

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.

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.

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

PCHS will maintain a balanced budget and build a fund balance for the future. Identify clear budget priorities.

SMART Goal 1: Increase classroom IMA by 50% from 2018-19 through fundraising.

- All teachers have accounts on the PCHS website that were completed in time for Back to School Night.
- PCHS website utilized to enhance and simplify the donation process. Cash for Classrooms teacher site was introduced at a faculty meeting. Classroom giving during Back to School Night increased this year.
- Opportunities for teachers to share successful techniques at least per semester accomplished through faculty PD meetings and new teacher meetings.

Progress to date:

- Overtime decreased by $12k (comp time).
- Special Education efficiency analysis completed. PCHS will move forward with recommendations as opportunities arise.
- Development efforts have resulted in a 125% increase in fundraising - $144k over last year ($115k last year/$260k this year) More than doubled the number of PCHS donors.
- CTE efforts -CTEIG allocation for 2020-21 is $173,107k. 2020-21 Perkins allocation is $34,746. Will continue to seek additional funding through Strong Workforce Grant and add to partnerships and career pathways.

- Pursuing private foundation grants for Pali Starts
- CTE – Create a standard curriculum for labs using industry standards.
- $46k supplemental fundraising for and with teachers assisted with covering the IMA budget shortfall for 56 teachers.

May 19, 2020 Development Report attached

Coversheet

Announcements / New Business

Section: IX. New Business / Announcements
Item: A. Announcements / New Business
Purpose: FYI
Submitted by:
Related Material: Questions for Young, Minney, & Corr .pdf

Questions for Young, Minney, & Corr for FPCC

1) Is it legal for a teacher to serve on the budget and finance committee as long as they abstain from voting on any financial decision that directly affects their own paycheck? For example, could they be a committee member and vote on giving scholarships to students for busing, purchase technology for students, or items like making decisions of faculties improvements?

From the PCHS Charter:

The Budget and Finance Committee shall be open to all non-employee stakeholders of PCHS.

2) Can parents vote in Board or committee meetings on issues that affect themselves, their child or a friend/family member? If not, should a statement be read at the beginning of each meeting reminding members when to abstain to legally protect themselves?

PCHS Recusal Policy:

Non-employee Board members may not participate in open or closed session discussions of the Board involving any of the following topics:

Discussions or actions as to transactions or contracts in which the Board member, or his or her spouse and/or children, has a material financial interest.

3) Can students who are non-voting board members or other students serve on the budget and finance committee or any other committees given that they are under 18 or can they just participate in meetings but not be on committees? Can they vote on any items or do they need to abstain from voting for items that affect themselves, their family or friends?

From PCHS Charter:

The Budget & Finance Committee will consist of the following composition:

- *parents*
- *students*
- *community members*
- *a member representing the Booster Club and a member representing the PCHS Fund and Development Committee – these may be either parent or community members.*

Students currently serve and vote on the B & F Committee.

4) Is there any problem with members of any committee or the board itself abstaining from a vote when they think there is a conflict of interest, or should the chairperson ask certain people to abstain if they think there is an issue? (Does the decision come from the individual or the school?)

Any committee member may abstain/recuse themselves if they feel there is a conflict of interest without direction from the Chair.

5) As an independent charter school, what are the steps that we need to take in order to grant a student representative the right to vote in Board and Committee meetings? How would age affect this process? In our Charter, the ASB President is written in as a non-voting member of the board, how long will this affect the process?

From the PCHS Charter:

The ASB Student Body President shall serve as a non-voting member of the Board of Trustees.

Our Charter applies through 2025 so we have to wait until that time to change anything.

6) Can the Student Representative on the Board attend Closed Session? For Board Committees does this same principle apply? Why or why not?

Closed session occurs when an employee or student issue arises, or some type of litigation, which would preclude employees or the student representative on the board from participating in these meetings. Committee meetings do not have Closed Session.