



Palisades Charter High School

Board Meeting

Date and Time

Tuesday April 19, 2022 at 5:00 PM PDT

Location

Mercer Hall, Palisades Charter High School
15777 Bowdoin Street, Pacific Palisades, CA 90272

or

Conference number: 1-669-900-9128

PIN: 88449299939

One touch dial from cell phone:

+16699009128,, 88449299939#

*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>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

- Lisa Saxon will be attending the BOT meeting from a remote location. 774 Wildomar St., Pacific Palisades, CA.
- Brenda Clarke will be attending the BOT meeting from a remote location. 511 Radcliffe Ave., Pacific Palisades, CA.

C. Public Comment

"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link <https://forms.gle/kSsxkvL6T9GgXpdEA>. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 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)

II. Approve Minutes

A. Approve Minutes

Approve minutes for Board Meeting on March 15, 2022

III. Organizational Reports

A. Student Report

B. Parent Report

C. Represented Classified Staff Report

D. Unrepresented Classified Staff Report

E. Faculty Report

F. Human Resources Director (HR) Report

G. Director of Operations Report

H. Director of Development Report

I. Chief Business Officer (CBO) Report

J. Executive Director/Principal (EDP) Report

K. Admin. Safety and Security Team

IV. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

- Pali Academy Report/Presentation

B. Budget & Finance Committee Update

C. Election Committee Update

D. Post Retirement/Lifetime Healthcare Benefits Committee Update

- There is nothing to report at this time.

V. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

- Audit Committee - Dara Williams/Dr. Brenda Clarke
- Grade Appeal Committee - Jack Seltzer
- Survey Committee - Dr. Brenda Clarke

VI. Changes/Updates in Response to COVID-19

A. COVID-19 Related Updates and Impact on School

VII. PCHS Clean Energy Taskforce

A. Solar LOI Extension Letter

VIII. Finance

- A. 2021-22 Budget vs Actuals**
- B. A-G Completion Grant**
- C. Consolidation Application (CARS Application)**
- D. 2022-23 PCHS Transportation Budget & Scholarships**
- E. 2022-2025 Ed Tech Plan**

IX. Governance

Governance

- A. 2020-2021 PCHS Annual Performance-Based Oversight Visit Report**
- B. FPPC Advice Letter Request**

X. Consent Agenda: Finance Items

- A. Approval of Field Trips**

- There are no field trips scheduled.

XI. New Business / Announcements

A. Announcements / New Business

- Date of the next Board Meeting: Tuesday, May 17, 2021 at 5:00pm.

B. Announce items for closed session, if any.

XII. 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. Employee complaint/Assignment/Discipline/Dismissal/Release

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

XIII. Open Session

A. Return to Open Session

B. Report Out on Action Taken In Closed Session, If Any.

XIV. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: II. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on March 15, 2022

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 15, 2022 at 5:00 PM

Location

Please click the link below to join the webinar:

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

Or One tap mobile :

US: +16699009128,,81406893319# or +13462487799,,81406893319#

Or Telephone:

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

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

Webinar ID: 814 0689 3319

International numbers available: <https://palihigh-org.zoom.us/j/kNX1KbQb>

The Palisades Charter High School Board of Trustees Meeting for Tuesday, March 15, 2022, at 5:00p.m. will move to a virtual/teleconferencing environment.

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>.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

Trustees Present

Brenda Clarke, Brooke King, Dara Williams, Jack Seltzer, Jewlz Fahn, Lisa Saxon, Maggie Nance, Monica Batts-King, Sara Margiotta

Trustees Absent

James (Jim) Wells

Trustees who arrived after the meeting opened

Jewlz Fahn

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Don Parcell, Jada Asgar, Jeff Roepel, Michael Rawson, Patti Jaffe, Tammie Wilson

I. Opening Items

A. Call the Meeting to Order

Dara Williams called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 15, 2022 at 5:05 PM.

B. Record Attendance and Guests

C.

Public Comment

Shane Masterson - Comment was regarding mask mandate. In his student opinion he sees this as a parent/school issue. CDC guidance says that we do not need to be masked indoor and he supports lifting the mask mandate.

Denise Reardon-Please end the indoor mask mandate for vaccinated students, teachers, and staff. LA County Dept of Public Health has said it's ok to stop wearing masks.

Ross Novie - I am greatly encouraged by Pali High's willingness tonight to reevaluate the mandatory indoor masking policy. We know that California and Los Angeles County have lifted the mandate requiring indoor masking at schools. We also know that, according to the CDC, LA county is considered "green - low community transmission" as of their 3/10 map. We also know that the vast majority of schools around the nation (and world) have dropped masking, many for several weeks now, and others for over a year, without evidence of increased transmission. Finally, we know that one-way masking, vaccines and boosters give everyone at school, students and teachers alike, the option of increased protection according to their risk level.

My children haven't had a normal school day in two years, and yet the rest of society, from Super Bowls to restaurants to the DMV are all mask-optional. It is a common sense measure to allow schools to follow as well. And if it can't be done now, with all the tools that we have, and the low levels of transmission, then when? I'd like my daughter, a senior, to finally see her teachers' and fellow students' faces before she graduates. Thank you.

Deborah Sachs - In December we were made aware that the fence surrounding the perimeter of the school had been placed there without any approval or safety assessment. It was noted at that meeting that a survey would go to stakeholders in January to vote on the fence. Which never happened. I know Ms. King has been working to put together a safety committee and the fence issue will be addressed by that committee. But we have now gone four months, the fence is still up, and all I know is that when the active shooter situation occurred, kids were scaling that fence to get out. Shouldn't that fence come down immediately until we know if it is a safety violation? Why wait? Should we have another emergency situation where students need to leave the campus quickly, if the fence traps them in and something horrible happens, weren't we forewarned?

II. Approve Minutes

A. Approve Minutes

Dara Williams made a motion to approve the minutes from Board Meeting on 02-08-22.

Brenda Clarke seconded the motion.

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

Roll Call

James (Jim) Wells	Absent
Brooke King	Aye
Jack Seltzer	Aye
Lisa Saxon	Aye
Dara Williams	Aye
Jewlz Fahn	Absent
Brenda Clarke	Aye
Monica Batts-King	Aye
Sara Margiotta	Aye
Maggie Nance	Aye

III. Organizational Reports

A. Student Report

J Asgar stood in for C Clauson and reported that in Feb. there were Valentine's Day events (bake sale, teddy bear walk and senior dating game) which were super fun with good participation. ASB also held a Woman's Day event with a pink treat bake sale, are currently having a feminine products drive and are having a Women's panel of speakers upcoming and students who attend can get extra credit. They are also interviewing ASB potential members. There is a St. Patrick event this week (cakewalk) and holding a culture event. Next week and it's going to be a bunch of stuff including all the student Union clubs and getting representation from all the different cultures on campus.

B. Parent Report

M Batts-King reports that there are concerns about entering grades in a timely manner. In addition, there are questions regarding return to school in the fall as it pertains to mask mandates.

C. Represented Classified Staff Report

No representative to provide report

D. Unrepresented Classified Staff Report

B King - nothing to report.

E. Faculty Report

L Saxon noted that the report stands as submitted. B Clarke noted that the biggest concern was how Virtual Academy is being planned for the fall and was looking for an update from the Administration regarding fall enrollment.

F. Human Resources Director (HR) Report

P Jaffee noted that report stands as submitted.

G. Director of Operations Report

D Parcell noted that report stands as submitted.

H. Director of Development Report

M Rawson noted that report stands as submitted. He highlighted the banner donors which are a large contributor to the overall success of the campaign. He also reported that PCHS has received \$100,000 to update the student quad to include more useful space, charging stations for students, seating, etc. Donor has also expressed an interest in making additional donations. He also highlighted a Spring donor event which successfully raised over \$50K during their fall event. He also discussed the transportation campaign. Upcoming campaigns include: major donor reception hosted by Robert and Kathy Rene and a personal phone-a-thon to include 1800 families asking for nominal gifts to increase overall parent participation. He discussed re-introducing the campaign for Transportation and asked any Board members interested to join him. He is working on a potential donor for a challenge grant of \$500,000 to start an Endowment for transportation assistance. It would be up to PCHS to raise the rest, but noted that there are some alumns that are interested in this because they were traveling students. He noted that from a development standpoint is vested in this effort noting that he is open to any and all input. M Batts-King noted that she would like to help with this.

I. Chief Business Officer (CBO) Report

JP Herrera noted that report stands as submitted. He also highlighted the A-G grant which the school has finally received. This will be further discussed at LTSP and brought to Board in April for approval. It was noted that Language Arts are not included in the A-G requirements.

J. Executive Director/Principal (EDP) Report

P Magee noted that report stands as submitted. She also highlighted the directed \$100,000 donation. She also noted that there is a Virtual Academy Parent meeting being planned and more information is pending. She also clarified that the vaccine mandate has not changed as it is a directive from LAUSD, which included Charter Schools.

K. Admin. Safety and Security Team

Committee has been meeting regularly. There is a drill planned for Wed. 3/16/22. Part of the drill tomorrow will include the bell schedule. There is a risk assessment scheduled for March 26, 2022 and the committee is looking at options for egress. Surveys will be included as part of the risk assessment. D Williams also thanked B King for all of her efforts.

IV. Board Committees (Stakeholder Board Level Committees)

A.

Academic Accountability Committee Update

R Tenan-Snow noted that report stands as submitted. She noted that the AA is following the 2015 Board directive which asks depts to report out to AA which then can be brought to the Board. She noted that Virtual Academy continues to grow primarily due to health concerns. She reported that the Dept. is working hard to come up with a solid plan for the fall. There is new legislature which effects virtual learning and they are continuing to evaluate the requirements. She also asked the Board to review the 2015 directive to see if there is additional information which the Board would like to know about. They are also continuing to look at the Bell schedule and noted that the revised 8:30 am bell schedule needs to be well advertised to families. Bell schedules during the day continue to be discussed (included in these discussions: additional electives, etc.). She also noted that a cap on AP classes is also being discussed and students expressed big concerns regarding this potential cap. The discussions with College Center didn't discuss capping AP classes noting that the AP cap concerns are coming from parents. Board members provided individual insights. D Williams noted that the goal of capping AP classes would be to improve the mental health of students. Stakeholder surveys were discussed to get honest feedback about the CAP suggestion.

B. Budget & Finance Committee Update

S Margiotta noted that Budget and Finance met yesterday and reviewed materials that will be presented by JP Herrera. Committee is also continuing to discuss AB 367 which requires schools to have free menstrual products available in student bathrooms, specifically discussing costs and which products to purchase, noting that some additional sub-groups of students are going to be surveyed with the hopes of finding something that female students are comfortable with but is fiscally responsible. She noted committee has started having conversations about transportation and those will be continuing.

C. Charter Committee Update

D Williams reported that there is no update.

D. Election Committee Update

B King noted that there is an Election Committee meeting on Friday. Voting process will follow with instructions on how to vote for various stakeholder candidates.

E. Post Retirement/Lifetime Healthcare Benefits Committee Update

S Margiotta reported that with the updated committee members that the board approved, we were able to get a very solid meeting attendance and are caught up. She noted that the committee reviewed the actuarial report, Juan Pablo provided investment update noting that the lifetime health benefits monies is getting invested incrementally on a monthly basis as per our investment advisor. Committee is also asking the administration to look at various other health bids that are going to mimic either LAUSD coverage and/or health savings, and possibly moving away from a composite insurance (SISC) but

updated information is still pending. JP Herrera confirmed that as soon as we hear back any news from the insurance broker it will be shared.

V. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Audit Committee met with the auditor and review the audit report. There is a proposal from the audit firm to continue our contractual relationship for an additional 3 years.

Grade Appeals - there are 12 grade appeals pending and committee will begin process of reviewing these next week.

Survey Committee to meeting next week to begin creating surveys. Dr. Magee will send an invitation to confirm date/time.

VI. Changes/Updates in Response to COVID-19

A. COVID-19 Related Updates and Impact on School

T Wilson reported that we are at a post-surge and we have been provided a post-surge plan with LACDPH. As of March 12, 2022 the indoor mask mandate has been lifted in K-12 schools although it is still strongly recommended, along with COVID testing, social distancing. PCHS met with labor partners to discuss concerns as well as meeting with PCHS nurse for medical insight. School is currently discussing potential options. She also noted the new "surge" in China. She also reported that there are ongoing discussions regarding capacity for events going from 50% to 75% capacity. P Magee also noted that LAUSD hasn't made a decision regarding indoor mask mandates noting that they have a different agreement with their UTLA union partners.

B. PCHS Mask Mandate

P Magee is asking the Board to grant the PCHS Administrators who are responsible for COVID mitigation in collaboration with UTLA-PCHS chapter chairs and PESPU representation, approval to determine the PCHS mask protocols in compliance with any applicable federal, state, and local laws." J Fahn noted that if we don't have to follow LAUSD, she noted that we are the last school implementing indoor mask mandates. P Magee noted that we are not the last but stated that it is clearly being looked at and making plans closer to Spring Break. M Nance asked whether the Board couldn't lift the mask mandate tonight. P Magee noted that the Board could approve lifting mask mandates however she would like to have the opportunity to discuss this with labor partners out of consideration and determining how teachers feel about lifting the mandate. B Clarke asked whether we could expedite lifting the mandate if UTLA/PESPU were in agreement. J Fahn asked what would happen if UTLA says "no". D Williams noted that if the Administration is unable to get consensus from all parties, then it can be brought back to the Board. D Williams noted that if this is not part of the contract the

Board can review the issue again. M Batts-King asked why there was no union representation at this meeting and D Williams noted that they are always welcome to attend. P Magee also noted that the case rates at PCHS have drastically reduced. It was clarified that there is not current plans to stop testing.

Dara Williams made a motion to To grant the PCHS Administrators who are responsible for COVID mitigation in collaboration with UTLA-PCHS chapter chairs and PESPU representation, approval to determine the PCHS mask protocols in compliance with any applicable federal, state, and local laws.”.

Sara Margiotta seconded the motion.

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

Roll Call

Dara Williams	Aye
Maggie Nance	Aye
Brooke King	Aye
Jewlz Fahn	Aye
Lisa Saxon	Aye
Sara Margiotta	Aye
James (Jim) Wells	Absent
Monica Batts-King	Aye
Brenda Clarke	Aye
Jack Seltzer	Aye

VII. Academic Excellence

A. PCHS Virtual Academy Presentation

R Tenan-Snow noted another goal is to work on data from Virtual Academy re: state testing, etc. so that there is aggregate data. She also noted that students who do come onto campus they will be required to take state CASP testing this year. Next year, all Virtual Academy students will be required to take this exam. She also noted that all AP students are expected to take the AP exams.

VIII. Transportation

A. Transportation Update

D Parcell noted that this is the time of year that transportation plans for the upcoming year begin. There are discussions about the long-term sustainability of this program noting that transportation is paid for via the general funds. He noted that the cost of busing/busing industry continues to increases, running above other general consumer price indexes. He outlined the busing components: to/from busing, athletic buses, late buses. He highlighted costs of vacancy rates, student scholarships and late buses which are for students who participate in after-school activities. He noted that the late bus is not part of the "to/from" bus program. He did note that they try not to allow students to ride the late bus if they are not part of after school activities. He also noted that currently

team buses have historically been athletics but there are discussions about including additional "teams" which compete. Next year a similar program will cost over \$800,000. What can be done to reduce these costs. Cost share for late buses? How do we mitigate rise in costs of all competition buses are provided transportation in future years. Special Ed transportation will remain unchanged. Cost reduction for scholarships or raising the threshold on who is eligible for scholarships are also options. S Margiotta noted that we are in process of creating a Transportation Sub-Committee which will hopefully begin meeting next week. Decreased ridership is a concern as we pass along increased costs and Don noted that the school can continue to downsize but at what point does public transportation become a faster option. D Williams expressed concerns about cost of living increases noted in contracts but not able to pass this along in salary increases. B Clarke noted that approximately 10% of our students are participating in the busing program and these were distributed equally amongst our diverse student population. She also noted that B&F committee consensus was that no additional monies can be allocated for transportation for the upcoming year so that these costs need to be passed along to families. S Margiotta noted that the goal of the special committee would be to address these questions as well as to obtain some specific data so that the committee could have a data driven conversation and make some recommendations to the Board. JP Herrera noted that broken down transportation costs were shared with B&F on 3/14/22 and these materials are posted on the website. He reviewed these updates and why costs increased this year and cost projections for next year. M Batts-King noted that parents might what kids on the school buses because it is safer vs. public transportation and is concerned about this. She also noted that if we are working on diversity would changes to transportation effect this? She also reiterated her request for additional bids to evaluate transportation costs. D Williams noted that she, as a Board member, has never heard anyone indicate that diversity was not important and that we want to work to increase diversity. M Nance questioned the cost of Special Education transportation and it was noted that the high cost can be attributed to the need for a wheelchair accessible bus. She also suggested that the school can look into purchasing some passenger vans and getting teachers/coaches to get Class B licenses to transport athletes/competition buses. B Clarke is also in support of purchasing passenger vans. L Saxon noted that it is the Board's fiduciary responsibility to examine this program. She also noted that the group that is under represented group on the PCHS buses are the Hispanic population. B King noted that Metro has free bus riding for all students and thinks we should partner with them and include them as part of this active conversation. She thinks that we need to advocate for this system to continue to be free to provide transportation for students to get to/from school. D Williams also noted that the salary of the Transportation Coordinator should be included in the cost of transportation. M Batts-King reiterated the need to get kids to school safely. J Seltzer discussed his time at PCHS noting that there was a busing crisis when he was a Freshman at PCHS. However, he noted that we have a fiduciary obligation to the school. He asked if we are passing these costs along to families is it in their best interest for them to pay for the busing and are lowered seriocometrically challenged families moving to public transportation because of the cost of ridership.

IX. Finance

A. 2020-2021 Independent Audit

V Pineda presented from Cristy White. Report reviewed and stands as submitted. She highlighted the one deficiency which pertained to an English Learner student who was not reclassified. Corrective action plan was discussed with new English Learner Coordinator, additional training, and new systems set into place to ensure there are no future occurrences. JP Herrera also noted that the Board materials highlight the cause of the deficiency as well as corrective action plans.

Jewlz Fahn arrived at 6:01 PM.

Dara Williams made a motion to approve the 2020-2021 Financial Report and Corrective Action Plan.

Brenda Clarke seconded the motion.

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

Roll Call

Dara Williams	Aye
Brenda Clarke	Aye
Sara Margiotta	Aye
James (Jim) Wells	Absent
Maggie Nance	Aye
Lisa Saxon	Aye
Brooke King	Aye
Jack Seltzer	Aye
Monica Batts-King	Aye
Jewlz Fahn	Aye

B. 2021-2022 Audit Engagement

Dara Williams made a motion to approve the 2021-2022 Audit Engagement.

Brenda Clarke seconded the motion.

It was clarified that this is a 3 year contract. It was noted that the cost of their contractual services are consistent with other audit firms. D Williams noted that the Audit Committee supported continuing to retain Christy White.

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

Roll Call

Jewlz Fahn	Aye
Jack Seltzer	Aye
Dara Williams	Aye
Brooke King	Aye
Maggie Nance	Aye
Sara Margiotta	Aye

Roll Call

James (Jim) Wells Absent
 Brenda Clarke Aye
 Lisa Saxon Aye
 Monica Batts-King Aye

C. 2nd Interim Financial Report

JP Herrera reviewed report and it stands as submitted. S Margiotta noted that B&F had reviewed this report reviewed and approved by B&F Committee.

Sara Margiotta made a motion to To approve the 2021-2022 Second Interim Financial Report.

Jack Seltzer seconded the motion.

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

Roll Call

Sara Margiotta Aye
 Brooke King Aye
 Jack Seltzer Aye
 Brenda Clarke Abstain
 Jewlz Fahn Aye
 James (Jim) Wells Absent
 Dara Williams Aye
 Monica Batts-King Aye
 Lisa Saxon Aye
 Maggie Nance Aye

D. TPE Contract

JP Herrera reviewed contract noting that B&F had vetted contract and requested that "Third Party Vendor" be removed before Board approval. TPE did remove the clause and contract is being submitted to Board for approval. Security contract for 2022/2023 is currently being bided out.

Dara Williams made a motion to To approve the TPE security services contract for 2021-2022.

Sara Margiotta seconded the motion.

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

Roll Call

James (Jim) Wells Absent
 Sara Margiotta Aye
 Jack Seltzer Aye
 Brenda Clarke Abstain
 Lisa Saxon Abstain
 Maggie Nance Abstain
 Brooke King Abstain
 Jewlz Fahn Aye
 Dara Williams Aye

Roll Call

Monica Batts-King Aye

E. Cafeteria RFP

JP Herrera reviewed the Cafeteria RFP. He noted that the majority of the language in the RFP is provided by the CDE. He noted that there will be a change in the schedule of events because we are still waiting from a final response from CDE. He noted PCHS is currently very happy with current vendor but we are required to vet out the contract.

Dara Williams made a motion to To approve the Food Service Management Company (FSMC) Request for Proposal: RFP #FY23-001.

Sara Margiotta seconded the motion.

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

Roll Call

Brooke King	Aye
James (Jim) Wells	Absent
Maggie Nance	Aye
Jewlz Fahn	Aye
Jack Seltzer	Aye
Monica Batts-King	Aye
Dara Williams	Aye
Lisa Saxon	Aye
Brenda Clarke	Aye
Sara Margiotta	Aye

F. EdTech JPA Resolution

J Ropel reviewed the JPA Resolution noting that they lobby for better pricing contracts. He noted that they get a 1% fee on products purchased and these are included in the costs presented to PCHS. There is no obligation so if we can still get a lower price through EdTech JPA there is no additional cost to PCHS.

Jack Seltzer made a motion to To approve the signing of the Associate Membership Agreement between Palisades Charter High School and the Education Technology Joint Powers Authority and approve the application submission to the Education Technology JPA.

Brooke King seconded the motion.

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

Roll Call

Brooke King	Aye
Dara Williams	Aye
James (Jim) Wells	Absent
Maggie Nance	Aye
Brenda Clarke	Abstain
Lisa Saxon	Aye
Monica Batts-King	Aye

Roll Call

Jewlz Fahn Aye
 Sara Margiotta Aye
 Jack Seltzer Aye

G. InformedK12 Vendor

JP Herrera presented proposed vendor as outlined in Board materials. S Margiotta noted that this was reviewed at B&F Committee and committee voted to approve and recommend to the Board.

Sara Margiotta made a motion to To approve InformedK12 as a new vendor.

Jack Seltzer seconded the motion.

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

Roll Call

Dara Williams Aye
 Jewlz Fahn Aye
 Maggie Nance Abstain
 Monica Batts-King Aye
 Sara Margiotta Aye
 Lisa Saxon Abstain
 Jack Seltzer Aye
 Brenda Clarke Aye
 James (Jim) Wells Absent
 Brooke King Abstain

H. HR Director Salary Schedule

JP Herrera reviewed proposed HR Director Salary Schedule. He noted that the proposed amount is in line with HR Director experience which will bring a needed experienced individual for this position. JP Herrera noted that they believe this will lead to a higher quality of candidate and that this salary increase is in line surrounding school's HR Directors pay scales. Comments were also made about the need for this individual to be a Certificated Position, comfort level with this administrator, understanding of what is happening in the classroom, etc. An Admin credential is also a requirement. M Nance noted that she agrees that this position should be credentialed but points out that Certificated teachers are not getting this additional salary increase and/or monies to do what they need to do in the classroom and asks the Board to remember this during negotiations. JP Herrera noted that the starting salaries are in line although PCHS is slightly lower noting that comparative organizations are larger. S Margiotta noted that B&F did review this and recommended submitting this to Board for approval.

Dara Williams made a motion to To approve the change in the HR Director Salary schedule and align it with the Assistant Principal salary schedule and require the HR Director to be certificated as an Administrator and as a Teacher.

Jack Seltzer seconded the motion.

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

Roll Call

Maggie Nance	Abstain
Lisa Saxon	Abstain
Monica Batts-King	Abstain
Jewlz Fahn	Aye
Jack Seltzer	Aye
James (Jim) Wells	Absent
Brooke King	Abstain
Sara Margiotta	Aye
Dara Williams	Aye
Brenda Clarke	Abstain

X. Governance

A. Updated Abstention (Recusal) Policy

D Williams noted that the updated Abstention Policy was reviewed by our Attorney, and they have provided their approval. The revision specifically no longer requires Board members with conflicts to abstain vs. recuse and does not require Board members to leave the room. It was clarified that PCHS is still continuing with the practice of teachers not being committee members on B&F. This will be added to the April 2022 BOT meeting for approval.

B. FPPC Advice Letter Request

D Williams noted that this was submitted to our attorneys as well. The attorney would like to discuss this with D Williams and P Magee before submitting it to the FPPC.

XI. Consent Agenda: Finance Items

A. Approval of Field Trips

Dara Williams made a motion to approve the Consent Agenda.
 Sara Margiotta seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Jack Seltzer	Aye
James (Jim) Wells	Absent
Monica Batts-King	Aye
Sara Margiotta	Aye
Brooke King	Aye
Brenda Clarke	Aye
Maggie Nance	Aye
Dara Williams	Aye
Jewlz Fahn	Aye
Lisa Saxon	Aye

XII. New Business / Announcements

A. Announcements / New Business

Next Board Meeting April 19, 2022 at 5 pm.

B. Announce items for closed session, if any.

Board moved to closed session at 8:29 pm

XIII. Open Session

A. Return to Open Session

Returned to Open Session 9:24 pm.

B. Report Out on Action Taken In Closed Session, If Any.

D Williams noted that there was nothing to report from Closed Session.

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:24 PM.

Respectfully Submitted,
Sara Margiotta

Documents used during the meeting

- Faculty Board Report 03_15_2022.pdf
- HR Board Report 03_15_2022.pdf
- Operations Board Report 03_15_2022.pdf
- Director of Development Report 03_15_2022.pdf
- CBO Board Report 03_15_2022.pdf
- EDP Board Report 03_15_2022.pdf
- Board Motion COVID Masking Protocols 03_15_2022.pdf
- IX_A - 2020-21 Independent Audit_Board Motion.pdf
- IX_B - 2021-22 Audit Engagement_Board Motion.pdf
- IX_C - Second Interim_Board Motion.pdf
- IX_D - TPE_Board Motion.pdf

- IX_E - Cafeteria RFP_Board Motion.pdf
- Board Report Motion Technology-EdTech_JPA.pdf
- Associate_Member_Agreement_1_8_21.pdf
- Education Technology JPA Associate Membership Application.pdf
- IX_G - InformedK12_Board Motion.pdf
- IX_H - HR Director Salary Schedule_Board Motion.pdf
- PCHS Abstention Policy 03_10_2022 .pdf
- Field Trip Approval_03_15_2022.pdf

Coversheet

Faculty Report

Section: III. Organizational Reports
Item: E. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 04_19_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

Faculty Report Board of Trustees Meeting April 19, 2022

Concerns

- Returning from Spring Break, we are in the final push to the end of the school year. With AP testing, end-of-the-semester assessments, and team and individual sports playoffs, it's a busy and intense time for both students and teachers.
- The California Science Test (CAST) was difficult to administer because of lack of planning. Students were invited to use their own technology, and the resulting difficulties encountered consumed too many hours of students' and teachers' time, resulting in lost instructional minutes – and frustration. The debacle could have been avoided with better preparation and communication. Teachers were troubleshooting on the fly, and there was no organized forum in which teachers could share successful work-arounds. The suggestion is that the upcoming state-mandated English and Math tests be given on class sets of prepared chromebooks and that proctors receive better training and clear, step-by-step written instructions.
- The U-building bungalows are deteriorating. Floors are sagging, and windows are leaking. The Board and Administration must identify a permanent solution to provide safe classroom space.
- The faculty would like more discretion used in the scheduling of activity periods. There is a feeling that instructional time is being taken cavalierly. The fact that we have been informed does not mean that the lost time is inconsequential.
- Faculty morale remains low, and many teachers are wary of the upcoming negotiations. The wide-spread attitude is that teaching is increasingly difficult as educators are being pulled in many different directions and being asked to meet the increasingly complex demands of administration, parents, and students.

Points of Pride

- Representatives from Fuerza Unida attended the recent College Board Prepárate Conference and identified numerous strategies to support and to empower Latino students and their parents. Fuerza Unida has organized several field trips, cultural events, and educational seminars for students. The program also will be awarding scholarships of \$500 to four deserving graduating Latino seniors who exemplify the goals and spirit of the diverse PCHS Latino community.
- Pali will stage an Earth Day Climate Summit on April 22. Students in every class will engage in a 40-minute learning activity. Journalism students will attend a press conference with LAUSD Board vice president Nick Melvoin, who will be on campus for the Earth Day Climate Summit.
- The VAPA department's recent Showcase event featured an impressive display of student work.

Coversheet

Human Resources Director (HR) Report

Section: III. Organizational Reports
Item: F. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report 04_19_2022.pdf



Human Resources Board Report

April 19, 2022

New Hires/Temporary/Contract

Name	Classification/Position	Funding	Effective Date
DiMaggio, Katherine	Temp College Advisor	General	March 1, 2022

Retirement/Resignation/Release/Part Time Assignment

Name	Classification/Position	Funding	Effective Date
Albert, Bryant	Study Center Coordinator	General	April 8, 2022
583770	Teacher	General	June 30, 2022
Howard, Russel	Dir. Student Activities, Athletics, Discipline And Security	General	June 30, 2022
Peeks, Jennifer	Counselor	General	June 30, 2022
Salama, Dina	Ed Tech Coordinator	General	April 19, 2022
Simmons, JoLeta	Senior Office Assistant	General	April 29, 2022
Styrbicki, Charles	Math Paraprofessional	General	June 9, 2022

Staffing and Recruitment:

Open Positions

Faculty

Administrators

Teacher – Special Education RSP

-Director-Student Activities, Athletics, Discipline & Security
-Director, Human Resources

Biology

Computer Science

African American History/US History

Education Technology Coordinator



Staffing and Recruitment:

Open Positions

Faculty

Classified

School Counselor

Study Center Coordinator

School Psychologist- Needs an additional hire due to work load

Interim Theatre Technical Director

Coversheet

Director of Operations Report

Section: III. Organizational Reports
Item: G. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 04_19_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report April 19, 2022

Transportation/Buses:

- The PCHS School Bus Program & Schedule, as well as Special Ed and Athletic Buses, have continued to operate as expected this Spring Semester, which is similar to Fall Semester.
- Occupancy Rate has remained fairly stable in Spring Semester.
- The 2022-23 PCHS School Bus Program Registration & Scholarship Application Systems opened on 4/4, and will close on 4/26/2022. The 4/26 deadline coincides with the original 2022-23 Transportation Calendar Deadlines, which can be found here:
https://www.palihigh.org/apps/pages/index.jsp?uREC_ID=411329&type=d&termREC_ID=&pREC_ID=930821
- The Administrative Transportation Committee (ATC) met several times in-person and created a 2022-23 Transportation Budget recommendation for review by the Budget & Finance Committee (B&FC). The ATC recommendation is over \$200,000 less than the projected "Status Quo" Transportation Budget for 2022-23. This was achieved through significant cuts in Bus Scholarships for those Students with Demonstrated Financial Need, as well as implementing a Cost Sharing methodology between PCHS and Students/Families for Late Buses and Competition Buses (Sports, VAPA, Business, etc. Teams). Special Ed Transportation was the only category of PCHS Transportation not significantly changed.
- The Cost Sharing proposal has Late Bus riders that are not already in the Regular To/From School Bus Program paying \$5-\$7 per trip to ride a Late Bus home after participating in a PCHS Sanctioned After-School Activity. The proposal also has Competition Buses being shared for 2022-23 as 90% PCHS and 10% the Team. Competition Buses generally anticipated to cost from \$450-\$700 per Bus per Trip, depending on how many hours the bus/driver are away from the Bus Yard (it is possible for some buses to cost over \$1,000).
- B&FC will discuss the Administrative Transportation Committee's proposal to B&FC for the 2022-23 Transportation Budget, make any desired changes and recommend a Transportation Budget to the Board of Trustees (Board) for their discussion, vote and approval.
- The Board will discuss the B&FC's proposal/recommendation to the Board for the 2022-23 Transportation Budget, make any desired changes, and plan to approve a Transportation Budget for the 2022-23 year. The time-critical component of all this, from the Transportation Dept.'s perspective, is to set the 2022-23 Scholarship Funding so final scholarship offers to students/families can be made as scheduled by early May, in order to finalize Ridership and collecting Down-Payments by 6/1, so that everyone will know their specific transportation situation before the end of this school year.



PALISADES

CHARTER HIGH SCHOOL

Safety & Security:

- PCHS conducted Safety Training for Faculty/Staff & Students on Wed 3/16 for the Medical/Other HOLD scenario. The revised training materials were well received - Thank you to Brooke, Monica and the Safety Committee! While participation was good, there were some reported concerns in complete engagement and full-compliance from Teachers and Students.
- PCHS will continue with our monthly Safety Drill schedule for all of spring semester. The next Safety Drill is the Great Shakeout Earthquake Drill (with Full Evacuation) scheduled for Tuesday 4/19, and then an Airborne Exposure (Shelter-in-Place) Drill on Fri 5/27.
- The Safety Committee has been meeting regularly to discuss previous and upcoming drills. The revamped/expanded committee includes representatives from multiple Education Collaborator Groups, with currently the following representation:
 - 3 Teachers: Jimenez, Buckman, Mashbaum
 - 3 Classified Non-Operations: Leifer, Ross, Moo
 - 3 Classified Operations: Park, Roepel, Cabrera
 - 2 Students: Chris Clausen, Shaya Keyvanfar
 - 2 Parents: Bridget Guy & Mandana Hedayat
 - 3 Admins: Magee, Howard, Parcell
 - 1 School Police Officer: Officer Johnson
 - 1 School Nurse: Boyd
 - 1 Board Member: King (Thank You to Brooke for Chairing the Committee)
- While some student restroom vandalism continues to be a problem (almost all Boys), the volume of graffiti vandal has subsided. Thank you to all involved, but special shout-outs to the Deans, John Achen and the Campus Security Team for their help in these matters.
- Campus Access Checkpoint/Security staffing is continues to operate without extra 3rd-Party security staffing above the same levels as Pre-Pandemic. Only PCHS-Internal personnel for 1-Hour are being used with the morning check-in (7am-8am).
- COVID Protocols and Operations are continuing related to Testing Stations, Health Checkpoints, Isolation or Quarantine Waiting Areas, Daily Rapid/Antigen Testing, etc.
- The State of CA, CDPH, LACPDH, LAUSD and PCHS have all aligned their Mask Wearing Policies as of Mid-March 2022, where masks are strongly recommended, but not mandated on campus, both indoors and outside.
- Further relaxing of any COVID-19 Campus Policies is on hold for all of April until we all see if there is any negative impact of Omicron Variant BA.2 and/or Spring Break.
- Details on Campus Access Requirements are posted on PCHS's website here: go.palihigh.org/CampusAccess.



PALISADES

CHARTER HIGH SCHOOL

Permits & Setups:

Permit Revenue for March 2022: ~\$50,757

- ~\$40,477 from Facility Rentals
- ~\$500 from Facility Parking Rental
- ~\$1,000 from Banner Rentals
- ~\$280 from One-Time Rentals
- ~\$8,500 from Filming

• Filming that took place in March:

- North Six Productions
- Athleisure Brand (still photography).

• Filming Anticipated for April:

- Vans Shoes (still photography)
- Urban Outfitters Promo (still photography)
- Potential: Walmart Commercial
- Potential: Spec Commercial

• Banner demand continues strong, lots of new interest.

• PCHS Winter Sports have fully ended and PCHS Spring Sports in full swing – slightly less conflicts now due to less PCHS teams simultaneously in season.

• Permits– Club Sports steady for the Spring Season – have been gaining some new interest with recurring permit teams, one began the month of April.

• Planned April 2022 Set-Ups/Events:

- While many regular adult meetings have remained Online via Zoom, many on-campus student activities during the school day continue to thrive and need setups
- PCHS Spirit Week (Various/Many Setups) – April 4-8
- VAPA Showcase (Large Scale Setup and Take-Down) – April 7
- PCHS Spring Pep Rally – April 8
- B&F Committee Meeting (In-Person) – April 18
- Board Meeting (In-Person) – April 19
- PTSA Parent Education Meeting – April 21
- Earth Day Climate Summit – April 22
- LTSP – April 27
- AA Committee Meeting – April 28



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool:

- Upcoming ARC and CERT trainings scheduled for Staff and Community
- PCHS PE swim classes receiving individualized instruction from MGAC Staff Tues-Fri all periods
- Currently hosting USA Olympic Artistic Swimming on Mondays/USAAS
- MGAC hosting Western League Swim Finals and City Section Dive Finals (upcoming-May)
- Fiscal Status – Q3 Revenue \$128,000
- Recent repairs have impacted some day to day programming, but generally conducted within a 24-Hour timeframe
- Currently recruiting student lifeguards for summer season training
- 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 10+ years.
 - 1. Replace Small Pool Controller (~\$27K)-*could become urgent prior to next year
 - 2. Re-Plaster Both Pools (~\$250k)
 - 3. Replacement/Backup Competition Pool Pump (~\$35-\$50k)
 - 4. Small Pool Coping Repair and Concrete Deck Repair (~\$25k)

Information Technology:

- The IT team has supported 90 scheduled technology setups since the last BoT meeting.
- 263 tickets were opened in the past month with 250 of them having been closed or waiting on the end user or parts. Ticket response time is generally under 2 hours during the business day. The Apple MacBook Pro battery failure trend continues to be a common occurrence with more than 15 laptops being sent out for repair in March. More than just failure, battery swelling has been significant and in some cases created screen or hard drive failures. Common ticket trends this period are application/software issues followed by projector issues, student device related tickets, and printer problems. Many solutions relate to an increased need for student and staff professional development.
- Printing on the main copiers since the last BoT meeting totals 185,575 pages, with a notably unusual number of scanning 412,750 pages. While scanning does not have a direct cost, it does create wear and tear and fills mailboxes, which increases support time. This does not include classroom or other office printing but does show a moderate drop from the same pre-pandemic period.
- The Konica contract is being submitted to B&FC with hopes of passing it on for approval in the 4/19 BoT meeting. The new proposal will provide for replacing the five primary copiers on campus with new machines, including three additional devices for exclusive student use. The student solution will be paid for by ELO grant funds.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- Finalization of the EdTech JPA membership has concluded. We have already identified multiple contracts with vendors we currently use, including one with PowerSchool, that should reduce our existing contracts total cost by multiple thousands of dollars.
- Charter/Spectrum was awarded the bid as our Internet Service Provider based e-Rate services. They are our current ISP and the new agreement is expected to start July 2022 for 36-Months, so through the 2024-25 school year.
- A VOIP service provider, Zoom, has been selected and submitted to B&FC with the hopes of approval in the 4/19 BoT meeting. Zoom was also recently selected by LACOE for their own VOIP services and is poised to save PCHS \$62,000 over the course of the contract.
- IT continuing to work with multiple vendors on device research and testing for teacher devices, A/V equipment, and other infrastructure needs that were budget approved. Other items are regularly discussed with EdTech and LTSP to ensure appropriate devices and ongoing support for staff will be available. Ordering for some projects has begun and we are awaiting delivery (1–7 months depending on item). Due to the pandemic and supply chain related delays, it is unknown how long it will take to receive any equipment once orders are placed.
- Work with our COVID-19 Lab continues on a system that is designed to facilitate an enhanced entry to campus process, and reduced forgery of test results, for all school faculty, staff and students.
- IT continues to prep/plan-out approved budget purchases and projects for the 2021-22 school year.
- IT continues to work with the Deans and other stakeholders on Student Code of Conduct and Responsible Use Policy violations that often lead to disruption of Student Learning and physical classroom issues.
- IT continues to work with the Dean's Office and Security to frequently review video footage in response to student behavior incidents on campus (graffiti, destruction, vaping, theft, etc.).
- Working with the Library to continue reporting and recovery efforts related to Pandemic timeframe fine/delinquency collections for Textbooks, Library Books and Tech Devices. During the 2020-21SY only fines for Seniors were posted online. We have now notified all classes over a multiple week period to return items that are outstanding and overdue before we post all fines online. Additionally, notices were sent out last month to all current 12th grade students, this month to *all* students, and a mailer is being prepared to send notices home to all parents and guardians. Additional notices and aggressive campaigns to collect outstanding items and fines are planned for after the return from Spring Break. Seniors are the priority so hopefully none of them will be impacted by consequences related to Senior Events, but we also have some significant catching up to do with all Sophomores & Juniors from the Pandemic Period.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- Continuing to support Attendance Office with high-use of Swipe-K12 carts, which help to process late students in the mornings, getting them into the classroom faster. We have also improved the Tardy Sweep process using the Swipe carts, including working with the vendor to improve the capabilities of the product to reduce the amount of labor that has shifted to the Deans office.
- Continuing to support PRA requests/searches as needed.

Facilities/Projects - Ongoing Day-to-Day Operations/Facilities Support:

- **Pandemic Related PPE/Supplies:**
 - KN95/N95 Masks are fully stocked for Faculty/Staff. These will continue to primarily be distributed out of the Counseling Office (as a help to the Health Office), and if they are unavailable at Counseling Office, there are smaller supplies of such in HR & Main Offices.
 - PPE Stock overall remains in good shape with stock of: Face Masks, Face Shields, Gloves, Gowns, Hand-Sanitizer Bottles, Hand-Sanitizer Refills, Disinfecting Wipes, Disinfecting Spray, Paper Supplies, Soap, Chemicals for Electrostatic Sprayers and Disinfecting Spray Bottles, etc.
 - Teacher Kits, Office Kits, Guard Kits and Bus Kits replenished as needed per email request to FacilitiesHelp@palihigh.org. Kits include but are not limited to the following: Surgical/Medical Masks, Face Shields, Gloves, Packages of Disinfecting Wipes, Hand-Sanitizer bottles, Bottle of Disinfectant/Purple Spray, Boxes of Paper Towels, Facial Tissue, and available upon request are disposable gowns.
 - Maintain all Public Area touch-less hand-sanitizer dispensers to: Baseball Field; A-Bldg. by staircase to 2nd floor, on 1st/2nd Floors for Elevator entrances bringing overall total to 25+ around campus.

HVAC: Continued Evaluation of HVAC & Ventilation Systems

- **Bldg. Mechanical Rooms:**
 - **MERV-13 Filters** ongoing Monthly Inspecting & Replacing
 - **Various** – Regularly recurring assessments/repairs ongoing for and items such as: Compressors, Supply/Return Fan Motors, Fan Belts, Fans/Drive-Shafts/Pullies, Strainers, Coils, Shut-Off Valves, etc. for proactive replacement via ESSER Fund Allocation.
- **Other HVACC related Items:**
 - **A-Bldg.** - Supply fan motor replaced with new. Motor and fan working normal.
 - **G-Bldg.** - Further assessment needed after recent findings indicate low warm-air flow.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – OTHER:

- **200+ Clocks Adjusted** – Semi-Annual change for daylight saving time done in early March
- **Safety/Pali Academy** - Exterior Main Office Bldg. had a faulty (no longer working) LED light fixture replaced. All other (3) Pali Academy exterior bldg. light fixtures working normal.
- **E-Waste Pick Up** - Completed
- **Cafeteria water faucet handle repair** – Leak in cold-water handle addressed. Due to age of the faucet, we decided to replace entire faucet with new. Performing now as desired and without any leaks.
- **Gilbert Hall & Mercer Hall Faucets** – Push-Top faucet replaced in each restroom (boys and girls) due to vandalism
- **Painting:** J109 (Study Center) being painted over Spring Break to further enhance this space along with the new furniture recently installed.
- **MGAC/Pool:** Old diving board replaced with new. Adjust Gate that was not closing properly.
- **Signs** - Installed nameplates for two new counselors' individual offices.
- **A-Bldg. Canopy Speaker** - Broken Bracket replaced. Speaker reinstalled & working normally.
- **U115 & U116 Lighting** – Fix light fixture issues from a leak after heavy rains. Leak addressed as well.
- **W121, U116 & U116 Leaks** – Addressed roof leaks after last heavy rain.
- **Baseball Stadium Batting Cages** - Corroded broken pole replaced with new.
- **Portable Restrooms Trailer** – Additional higher-end portable restrooms provided for additional student use have repeatedly had waste lines clogged due to student vandalism and abuse by overstuffing toilets with paper, bottles, food (apples, oranges, sandwiches, etc.) and other misc. items. Waste lines separated to three independent waste lines and still repeatedly having to be unclogged several times a week to help keep functional for student use.

Facilities/Projects – OTHER (Ongoing Maintenance):

- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Transporting Nutrition & Lunch** – Facilities delivers meals to Pali Academy twice a day
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** - Maintaining sweeping/cleaning routine
- **Stadium Turf** - Weekly field maintenance on going and will continue as normal
- **Tent Set-Ups** - Security Stations and COVID Testing Stations after wind-related take-downs



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – OTHER (Ongoing Maintenance):

- **Set Ups in Athletic Facilities** - Setups for start of Athletic Teams practice/games for Boys & Girls Basketball & Soccer Games.
- **Hallway & PE Locker Maintenance** – Continue to support/resolve several locker maintenance requests a day.
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.

Facilities/Projects - Items set to begin and/or in progress with expected completion soon

- **Water Fountains & Ice machines** – Ongoing filter replacements
- **Mercer** - VAPA Outside working area clean up
- **Pali Academy** - Basketball Rim Replacement (old one rusty)
- **Paint/Safety/Tile Replacement:** Study Center Re-Fresh Project
- **E-1-B:** (2) Urinal dividers need to be replaced due to vandalism
- **G-1-B:** (1) Urinal dividers need to be replaced due to vandalism
- **Hazardous Waste** – Scheduled pick up
- **J-Bldg. HVACC Compressor replacement**
- **Faculty Lot Light fixture replacement**

Facilities/Projects - Larger Scale Projects:

- **Underground Utilities Piping Replacement Project (LAUSD Bond Funded).**
 - Phases 1 to 4 – Completed
 - Phase 5a – Started Mid-March Finance Bldg & G-Bldg, and wrapping around behind the Finance Bldg.
 - Phase 5b – Connect previous phase main lines into the Classroom Buildings Mechanical Rooms during Spring Break.
 - Additional Phases will continue and require barricading-off of various campus areas as ongoing part of the project over the course of this school year.
 - Project progressing well and on-schedule for a late Summer 2022 completion



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects - Larger Scale Projects (Continued):

- **Gym A/C Project (LAUSD Bond Funded):**

- This project being done in conjunction with the Underground Utilities Piping project. The Gym Project is anticipated to last ~20 Months.
- General Contractor started on Fri 12/17/2021. Initial work was completed over 2020-21 Winter Break that included trenching and conduit installation to connect the Gym Boiler Room to the LADWP Bldg. and to prepare Locker Rooms for the upcoming work to start later in January.
- Phase 1 in the Boys Locker Room side of the Gym Complex is underway and anticipated to last until late spring.
- Phase 2 in the Main Gyms anticipated to start in June 2022
- Phase 3 in the Girls Locker Room side of the Gym Complex to begin in Fall 2022. At that time, the Boys Side personnel will move back into their regular locations and the Girls Side personnel will be relocated to the Trailers by the Pool.
- Issues raised about plan to close the Large Gym for up to 6-Months, starting June 2022, which will affect the Girls VB Season and start of the Boys & Girls Basketball Season, as well as Permits usage/revenue. PCHS is working with Contractor to try to get the Gym work staggered so we will always have one of the two gyms available to us. Final determination on that is still TBD.

- **Campus-Wide Non-Bungalows A/C Project (LAUSD Bond Funded):**

- This project being proposed to LAUSD Board for approval. It has already been ASB Approved and BOC Approved.
- LAUSD Superintendent moved the project proposal/determination to the Charter Board meeting on 4/26/2022.
- If approved by LAUSD Board, the project will then move into the Architecture & Engineering phase to design the Campus-Wide Non-Bungalows A/C Project, which could take at least 12-18 Months to get CA-DSA Approved.
- Once DSA Approval received, the project will be Bid & Awarded, which could take another 3-4 Months.

Coversheet

Director of Development Report

Section: III. Organizational Reports
Item: H. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Director of Development Board Report 04_19_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

Development Report Board of Trustees Meeting April 19, 2022

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$356,286	\$367,761	\$11,475	\$500,000
Pali Alumni Fund	General	\$4,609	\$4,609	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$360,895	\$372,370	\$11,475	\$500,000
CTE Incentive Grant	General	\$183,141	\$183,141	\$0	\$0
Perkins V Grant	General	\$37,861	\$37,861	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$0	\$100,000	\$100,000	0
Rest. Donations/Pledges	General	\$0	\$0	\$0	0
TOTAL RESTRICTED FUNDS RAISED		\$221,002	\$321,002	\$100,000	\$0
TOTAL FUNDS RECEIVED		\$581,897	\$693,372	\$111,475	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design	\$4,883	\$3,500
L.A. Press Printing	\$0	\$2,500
American Direct Mail	\$1,064	\$6,900
Postage	\$617	\$1,800
Subscriptions	\$5,763	\$7,800
SafeSave service fees	\$6,496	\$7,500
Salaries & Benefits (Campus Unification/Development Dir)	\$133,359	\$177,812
Office supplies	\$199	\$200
Videography	\$0	\$1,500
Family Donor Banners	\$871	\$700
Career Day & Fair Breakfast/Lunch	\$0	\$0
Donor Bricks	\$49	\$1,500
Donor Reception	\$0	\$0
Donor Refund	\$6,180	\$0
Pali High Booster Club (split donation)	\$13,750	
New Parent Welcome Breakfast	\$0	\$0
TOTAL EXPENSES FOR UNRESTRICTED FUNDS	\$173,231	\$211,712



PALISADES

CHARTER HIGH SCHOOL

TOTAL NET FUNDS		\$520,141	\$288,288
GIVING SUMMARY BY DESIGNATION:	# of Donors	Ave. Amt.	Total Amt.
Campus Safety - COVID-19	3	\$1,439	\$4,318
Classroom Instructional Materials	6	\$374	\$2,242
Faculty & Staff Development	3	\$1,919	\$5,758
College Center	7	\$728	\$5,099
Greatest Need	211	\$1,442	\$304,350
Math Aides and Tutors	3	\$395	\$1,185
Technology and Innovation	64	\$549	\$35,127
Transportation Assistance	8	\$461	\$3,685
Visual and Performing Arts	8	\$750	\$6,000
	<u>313</u>		<u>\$367,761</u>

Comments and Campaigns initiated to date:

- 1.) Joint Appeal with Booster Club sent 8//21
- 2.) New Parent Welcome Breakfast was cancelled
- 3.) PCHS Fund comparison: **\$367,761** this year/**\$358,897** last year. Best YTD was **\$358,897**.
- 4.) PCHS Fund donor comparison: **313** this year/**354** last year
- 5.) New Parent Zoom Presentation 9/11/21
- 6.) Follow up Email sent to all parents 9/13/21
- 7.) Letters to last year's Banner donors who have not donated to date 10/20/21
- 8.) Driveway Days scheduled for October 25 - 28 were cancelled due to drop off complications
- 9.) Major Donor Reception held on November 4th received \$51,000 in pledges with more to come
- 10.) \$60 for the 60th Anniversary Campaign to begin the week before #Giving Tuesday to alums & faculty/
staff and friends
- 11.) #Giving Tuesday Campaign to begin on November 21st
- 12.) #Giving Tuesday Campaign raised \$34,425.78
- 13.) \$60 for the 60th Campaign raised \$3,225 from faculty, staff, admin and alumni
- 14.) Year-End Campaign to begin on 12/27, 12/29, and 12/31
- 15.) Year-End Campaign brought in \$57,389.98
- 16.) Personal Phon-a-thon to begin on 3/15



PALISADES

CHARTER HIGH SCHOOL

- 17.) PCHS Fund Boad Member Thank-a-thon to begin on 3/31
 18.) Major Donor Reception to be held on Thursday, April 28th

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21	1/15/2021
Perkins V Grant	\$37,861.00	Perkins Funds for 2020-21	7/15/2021
Ronald W. Burkle Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Dorrance Family Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Van Konynenburg Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Eli & Edythe Broad Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
M.B. Seretean Foundation	\$25,000.00	Disruptive Innovations	2/17/2021
Lawrence Foundation	\$5,000.00	Disruptive Innovations	2/17/2021
<i>Non-Profit Security Grant</i>	<i>\$131,250.00</i>	<i>Perimeter Fencing</i>	<i>4/6/2021</i>
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/10/2021
		Professional	
Mara W. Breech Foundation	\$5,000.00	Development	10/20/2021
William C. Bannerman Foundation	\$10,000.00	Disruptive Innovations	10/29/2021
	\$507,502.00		

*Red italic represents grant was not approved and deducted from the total outstanding grant requests

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	\$183,141.00	CTE Funds for 2020-21	6/30/2021
		Perkins Funds for 2020-	
Perkins V Grant	\$37,861.00	21	9/15/2021
Pacific Palisades Women's Club	\$250.00	Mosaic repair	7/27/2021
Lewis A. Kingsley Foundation	\$10,000.00	Vernier probes Project	10/5/2021
		Professional	
Mara W. Breech Foundation	<u>\$5,000.00</u>	Development	1/16/2022



PALISADES

CHARTER HIGH SCHOOL

\$236,252.00

Federal Grant for \$1.5 million for increasing STEM access and involvement among women and special populations we created in collaboration with XYLO Academy was not approved.

NOTE TO BOARD MEMBERS:

You may be asked to help "friend raise" for the PCHS Fund.

A self-contained campaign will be sent to you to send to 5 friends who you think will support you and PCHS.

As a board member, it is important to understand that you play a primary role in raising funds for our school.

Coversheet

Chief Business Officer (CBO) Report

Section: III. Organizational Reports
Item: I. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Report 04_19_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

CBO Report Board of Trustees Meeting April 19, 2022

2021-2022 BUDGET UPDATE

- As a reminder, PCHS' Second Interim Report projected a deficit of -\$749,953. Please note \$1,025,890 of that deficit is due to our ELO allocation being received in the 2020-2021 year. If you recall, we accounted for that revenue last year and are now reflecting the -\$1,025,890 as part of our beginning balance.
- A budget vs. actuals update will be presented as a separate agenda item.

EMPLOYMENT BENEFITS

- We are still working with Arthur J. Gallagher & Co (our insurance broker) to explore options for alternative employee benefits coverage (medical, dental, vision, life, etc.). This includes coverage for active employees, retirees, and eligible dependents. This was discussed in the LTHB committee meeting, and we have asked Gallagher to explore the following options:
 - Explore matching the exact LAUSD benefits
 - Explore options with a Health Savings Account (HSA), Health Retirement Account (HRA) or comparable coverages
 - Explore a non-composite plan.
- The insurance broker asked for additional information so that they can better compare the responses received from other benefit providers.

INVESTMENT OF RETIREE FUND

- As communicated previously, the investment management team at Merrill Lynch invested \$1,125,000 (as of January 2022) into the market and will dollar-cost-average the remaining amount, on a monthly-basis.
- The investment manager put our February investment on hold given the market volatility. Unfortunately, the current war, inflation, and the March Federal Reserve meetings (rate hike) are increasing volatility.
- For the month of March, the investment manager invested \$500,000.

CAFETERIA/NUTRITION

- The Food Service RFP is underway. PCHS hosted a "mandatory" tour for all interested bidders. We had approximately 4-5 interested bidders.
- Based on the timeline, we will bring forth a new cafeteria contract for approval at the May Board meeting.



PALISADES

CHARTER HIGH SCHOOL

REQUEST FOR PROPOSAL (RFP)

- The business/HR office is working on RFPs for the following service providers
 - Food Service (cafeteria)
 - Janitorial/Custodial Services
 - Security Services
 - Transportation
- The process includes a timeline for responses, interviews, site tours (is appropriate) and a final decision.
- We expect to have an update at the May board meeting and will include the projected rates into our 2022-2023 budget.

LOOKING AHEAD

- The 2022-2023 budget development process has started. We have provided budget buckets to all departments and will be hosting various meetings to solicit feedback, understand needs and propose a budget that (1) reflects stakeholder feedback, (2) supports our LCAP/goals and (3) is balanced.
- The Governor will provide his May budget revision and we will learn more information about revenues, expenses, and assumptions for our 2022-2023 budget. The items of concern are (1) cost-of-living adjustment (COLA), (2) enrollment/ADA funding legislation, (3) STRS/PERS pension buy-downs and (4) categorical one-time funds.

Coversheet

Executive Director/Principal (EDP) Report

Section: III. Organizational Reports
Item: J. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 04_19_2022.pdf



PALISADES

CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting April 19, 2022

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.

Annual Educational Partners Surveys - Annual feedback surveys coordinated by the PCHS Survey Committee, a Board of Trustees committee, are currently in development for parents and faculty to be distributed by email by May 2022. The ASB Leadership class conducts annual surveys for students. The results of the annual surveys will be presented and discussed in upcoming Board of Trustees meetings.

Collective Bargaining - UTLA PCHS and PCHS continue to meet to define the terms of the next labor contract. Meetings will be ongoing during the spring. Meetings with the classified collective bargaining unit PESPU will be scheduled in the coming weeks.

Master Schedule Planning and Hiring - Department Chairs met individually with Assistant Principal Dr. Chris Lee and Human Resources consultants to begin master schedule planning with a focus on determining course enrollment/demand and hiring/position control. Special thanks to the Counseling Department for gathering course requests from students that make this critical planning process possible.

Department Chair meeting – The most recent draft of a schoolwide grading policy was discussed at the April Department Chair meeting. The objective of these discussions is to reach consensus on a policy to be implemented during the 2022-23 school year. Department Chair feedback has been incorporated into the draft, which will next be discussed in individual department meetings. The rationale for this agreement included in the opening of the proposal explains the need for an updated policy:

“The COVID pandemic has exacerbated already existing inequitable outcomes for our students. In the aftermath of severe learning gaps, PCHS is examining how its grading policies do, or do not, support the school’s mission. Many of these inequities are manifested in the grading practices used to perpetuate systems of sorting rather than providing meaningful feedback and communication that afford students the opportunity to build upon their strengths while growing as scholars. The Grade Policy MOU objective is to establish recommendations and guidelines for more equitable grading practices that will establish coherence in our schoolwide policy. The professional development and schoolwide focus have challenged educator mindset about report cards and grades and aligned with the current research (Marzano, Guskey, Feldman, etc.) The guidance [in the policy] represents the collaborative work of PCHS staff and its administration, UTLA, and other educational partners.”



PALISADES

CHARTER HIGH SCHOOL

Climate Summit Earth Day on April 22, 2022

Palisades Charter High School continues to demonstrate our commitment to addressing environmental issues and the climate crisis through educational opportunities across campus. The first ever PCHS Earth Day Climate Summit will engage students and teachers in all subject areas. The Human Rights Watch Student Task Force is providing a library of resources and materials. Special thanks to Angelica Pereyra, Myrna Cervantes, Steve Engelmann, Monica Iannessa, Jordan Todd, and Pam Bruns for coordinating this important event. We are also proud to have the support of our LAUSD Board District 4 representative Nick Melvoin, who will be attending our event.

The following information is from *The Human Rights Watch Student Task Force Taking Responsibility for the Future* newsletter.

<https://www.hrwstf.org/wordpress/climate-summit-day-april-22-2022-palisades-charter-high-school/>

Why a Climate Summit Day?

Palisades Charter HS teachers and administrators have worked with the STF Team to conduct several human rights education professional development days over the years. We are pleased to support Pali's Climate Summit Day as part of the Pali STF chapter's work in our [Human Rights and the Climate Crisis Campaign](#).

Many students identify the climate crisis as the defining issue of our time, and since fall 2019, STF members at Pali have been advocating for 100% clean, renewable energy. Pali STFers participated in LAUSD's adoption of the 100% Clean Energy Resolution on December 3, 2019, which inspired numerous on-campus education efforts to raise awareness of the need for renewable energy. They also presented the first student-led climate resolution to the Pali Board of Trustees, which passed unanimously on May 18, 2020. The resolution created the Pali Clean Energy Task Force, operating in three sub-committees focused on transitioning to 100% renewable energy, energy efficiency, and climate education.

Pali has a Board vetted and approved solar energy proposal currently waiting in LAUSD's system while other projects are prioritized. The Climate Education Sub-Committee developed this April 22 (Earth Day) Climate Summit Day to ensure the Pali community is aware and educated about these efforts to transition Pali to 100% renewable energy. It is vital that the entire Palisades Charter High School community is empowered with the knowledge to continue advocating for solar. Our home planet cannot wait for a convenient time. We must act now, as a unified school, to radically reduce our carbon footprint and become a beacon of hope for the Palisades community and beyond.

Long Term Strategic Planning Meetings

Long Term Strategic Planning (LTSP) meetings are coordinated monthly by the Executive



PALISADES

CHARTER HIGH SCHOOL

Director/Principal and function as advisory meetings for the schoolwide decision-making process. All educational partners are welcome to participate.

The PCHS Board of Trustees develops annual schoolwide goals with the Executive Director/Principal and administrative leadership team. The goals incorporate stakeholder input and elements of the PCHS Local Control Accountability Plan (LCAP) and Western Association of Schools and Colleges (WASC) Action Plan. The goals are revisited regularly in Board and LTSP meetings. LTSP sub-committees prioritize action items, review progress, make recommendations, and develop budget proposals both for short and long range planning. The LTSP Committee is composed of five groups representing the sections of strategic planning: Academic Achievement and Innovation, Facilities, Family and Community, Fundraising/Development, and Technology.

The April LTSP meeting will focus on soliciting stakeholder feedback for the 2022-2023 Budget Development process. Topics of discussion will include (1) LCAP goals, (2) budget development calendar, and (3) spending priorities and recommendations.

Meetings are currently held on Zoom on the **last Wednesday of the month at 3:30pm.**

Everyone is invited to join the **April 27th meeting:**

<https://palihigh-org.zoom.us/j/84818531192?pwd=OS9EOWN4WIIyUDZpelBCL1ZyTVdDUT09>

Schoolwide Goals Update

The PCHS Board of Trustees, Executive Director/Principal, Directors/Assistant Principals and students representing ASB Leadership, Ambassadors, Justice Union, BSU, LSU and more met in Mercer Hall on Saturday, August 18 to discuss schoolwide goals for the 2021-22 school year and beyond. The group reviewed the previous schoolwide goals, critical benchmarks identified in the WASC Accreditation Action Plan for Equity, the Local Control Accountability Plan (LCAP) surveys, and the annual LAUSD Charter School Division Compliance Audit.

The current schoolwide goals build on previous goals and address academic achievement, budget/fiscal, communication, diversity, and student socioemotional well-being. Progress toward one or more of the goals will be reported monthly to the Board of Trustees and stakeholders. This month's focus is on the Fiscal/Budget Goal:

Schoolwide Goal: Student Socioemotional Well-Being

Long Term Aspirational Goal

PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.

- **Student Assemblies and Parent Webinar**



PALISADES

CHARTER HIGH SCHOOL

Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don't Teach Teens*, conducted workshops for 9th and 10th grade students and all parents. The topics of the workshops were “Digital Pitfalls and Best Practices” (9th grade) and “Healthy Intimate Relationships and Connections.” Young people coming of age today face new risks, expectations, and laws that did not exist when their parents were teens. The workshops were designed to sensitize and clarify the many complicated, delicate situations that students face and empower them to make good choices. The March 31st evening webinar for parents provided information about both topics. PCHS plans to provide the training for 11th and 12th graders at a later date.

- **Faculty Professional Development (Faculty Meeting April 25, 2022)**

Topic: Accommodations - What's Your Mindset?

Objective & Purpose:

- 1) Build a better understanding for supporting all students through active listening, collaborating, teaching and learning
- 2) Gather information about faculty knowledge and level of support needed for classroom accommodations and testing accommodations.

Ms. Joasia Garza, LAUSD Specialist from the Charter Operated Programs Tier I team joined PCHS Director of Student Support Services Tammie Wilson in leading the workshop.

Other Action Items for the Student Emotional Well-Being Goal:

- Incorporating weekly announcements. [Ongoing](#)
- Providing learning opportunities through the curriculum to support SEL within PODS, seminars, and mentor programs. [Ongoing](#)
- PCHS leadership and clubs will communicate opportunities for SEL across social media platforms and classroom announcements. [Ongoing](#)
- Offer classes focusing on life skills, healthy relationships, and positive mental health strategies that count toward graduation credit. [In development](#)
- Review the Wellness Policy semiannually and promote strategies to foster healthy lifestyles. [TBD](#)

LAUSD Charter School Division Annual Compliance Review

Virtual Visit on April 5 and in-person site visit on April 8 - The virtual visit consisted of a Zoom meeting with the school's leadership team to discuss/debrief (a) the school's responses to the guiding focus questions; (b) the results of our “virtual binder” document review; and, (c) the review of the school's special education program and Welligent reports. The in-person site visit included a physical visit to conduct classroom observations followed by a discussion/debrief of the classroom observations and a health and safety inspection. Additionally, the fiscal segregation of duties review will take place on April 25.

Coversheet

Academic Accountability Committee Update

Section: IV. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Update
Purpose: FYI
Submitted by:
Related Material: Draft Minutes of AAC Meeting 03_31_22.pdf
Bell Schedule Survey Results Faculty AAC 03_31_2022.pdf
Pali Academy 2022 Presentation.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

ACADEMIC ACCOUNTABILITY COMMITTEE (AAC) MEETING

Date and Time: Thursday March 31, 2022 at 3:30pm

Location: via Zoom

I. Preliminary

- A. CALL TO ORDER: by Minh Ha Ngo at 3:33pm. Recording started.
 - B. ROLL CALL: Paul Mittelbach, Steve Klima, Randy Tenan-Snow, Minh Ha Ngo, Amy Onyendu, Malika Mirkasymova, David Pickard, Amelia Sims, Talia Davood, Monica Batts King (arrived late for a vote)
 - C. ABSENT: Brenda Clarke, Michael Friedman, Jewlz Fahn
- APPROVAL OF MINUTES: 2/24/2022
Amendments: None
Steve K. moved to approve the minutes, David P. seconded the motion.
Roll call for a vote: Randy TS - yes, Steve K. - yes, Paul M.- yes, Amy O. - yes, Minh Ha N. - yes, Malika M. - yes, David P. - yes. Amelia S. - yes, Talia D. - abstained as she was not present at that meeting
THE MINUTES WERE APPROVED.

II. Public Comment - 16 min allocated

No requests to speak later in the meeting.

No other public comments.

III. Discussion and Action Items

A. Pali Academy (PA) Presentation

Kimberly Theard, the PA Coordinator, made a presentation. The entire presentation is available on the school website under the *Governance* section at https://palihigh.org/apps/pages/index.jsp?dir=2022_Academic_Accountability_Committee_Meeting%20/2022_03_31&uREC_ID=410903&type=d&termREC_ID=&pREC_ID=753489&pageIdx=1

PA is a small community, currently of 65 students. Its goal is to help students to recover academic credit and graduate. An average student is 45-60 credits behind. Graduation rate of 90%. 64% of PA students are considered economically disadvantaged, compared to 23% at Pali High. 11 students have IEPs. These students benefit from a smaller class environment.

PA students have access to the main campus for VAPA and World Language classes. A group of them are on track to return to the main campus in the Fall. Three students take Community College classes. A lot of them work.

PA utilizes different forms of teaching: traditional, online & blended, depending on the subject. They have a waitlist, prioritizing admission is hard due to limited capacity. Summer school was the best way to recruit new students. Currently there are no openings for teacher positions.

David P. asked how PA decided that a student is ready to go back to the main campus. Kim T. explained that first of all, credit should be back in a safe zone. Second, they have a meeting with parents to address potential attendance issues. Usually, it's the students who initiate the process of return. Talia D. inquired about the structure of class. Kim T. described a traditional class where activities change every 20-25 minutes. The goal is not to have homework at home.

Minh Ha N. suggested asking the BOT for more space for PA (an additional bungalow?). David P. praised the team and Kim's leadership. He has insider's knowledge as a former Pali Academy teacher and is aware that Kim is loved by students.

B. Meeting Protocol (not on the agenda)

Randy TS explained that the next AAC meeting will be offered as a hybrid with the Zoom option available. AAC members have to let her know ahead of time if they will be joining remotely, provide the address of their location and post a meeting agenda on the door.

C. Bell Schedules Discussion

Talia D. shared student survey results and covered main points. (See addendum #1) Students agree that they would like academic support during school hours, but were opposed to a longer day. They were concerned about transportation. Minh Ha N. suggested that students didn't understand the details behind these questions and reminded that delayed start of the school day next academic year is mandated by the new law.

Randy TS. discussed the questionnaire in class but that effort was voluntary and not all teachers spent time on that.

Steve K. shared teacher survey results. (See the entire document at https://palihigh.org/apps/pages/index.jsp?dir=2022_Academic_Accountability_Committee_Meeting%20/2022_03_31&uREC_ID=410903&type=d&termREC_ID=&pREC_ID=753489&pageIdx=1)

The most popular ideas were intervention and study hall. They prefer block schedule with fewer passing periods.

Minh Ha N. thanked administration for allocating time for the surveys and discussion. Nicole Newble, a school counselor, asked for breakdown of questionnaire results by grade. Talia D. didn't have the data. She speculated that even upper classmen were against Freshmen seminars.

Minh Ha N. gave an overview of all proposed schedules that were send to the AAC:

- Embedded support schedule similar to David P's schedule where last 20 min of each class are devoted to supporting the students.
- Asynchronous all periods meet - once a week an asynchronous day - a "catch up" day - with all periods where you will have no new material presented. This day needs a new name-perhaps "Intervention Day"
- Designated structural support - one intervention period in each day.

Minh Ha N. suggested that the Bell Schedule committee with David P. and administration meet again and discuss these proposals. She would like to narrow it down to 2 or 3 ideas we can share with the school.

D. Update on AP Courses Enrollment Cap

Minh Ha N. informed the committee and she has not been able to get any data from the Counseling Office and Mental Health department and asked Amy O. for help. Mr. Burr is working with the counseling office on a new AP contract. There is a suggestion to use a "W" to indicate a student withdrew from class without effect on the GPA.

Talia D. mentioned that ASB was working on an idea for presentation - AP Reality - to give a realistic view of what is involved. It may be implemented next year. Minh Ha N. reflected on the faculty's desire to explore other ways to prepare students to the "reality" of AP classes.

Paul M. mentioned that culture at the school needs to be improved. Students needs to hear from different sources about APs and then make appropriate decisions.

Minh Ha N. explained that she meets with her current students who intend to take AP classes in math, inquires on the number of other APs these students plan to take and makes sure they understand the amount of work it will require. It becomes an informed discussion. It is unclear if most teachers go through a similar process.

Malika M. addressed AP cap discussion that took place at the last meeting. She was concerned that students who came to speak on this subject were misinformed on many aspects of the debate and, unfortunately, didn't hear or understand information provided by Dr. Ngo. (A student applying to college is compared only to her/his peers from the same school and not across other schools, which means no student will suffer from a cap). Malika M. also explained that she was aware of a similar process at Harvard Westlake school and has researched it in detail. It was initiated by a teachers council because students were sleep deprived and couldn't function. Once the policy was adopted the school went into a 4 year transition. Only students who started HW high school this year will have an AP cap. And she pointed out that it is not possible to argue that Harvard Westlake students will not be able to get into highly selective universities because of that policy. Malika's goal was not to go as far as addressing mental health issues, but to address the basics - lack of sleep and exhaustion. Pali has a highly

competitive segment of the student body, but the attitudes and behavior affect others. There's a tremendous amount of peer pressure that she is aware of. Students who came to speak at the last meeting are obviously high achieving, that's why they were there, but they don't know how it affects others.

Minh Ha N. responded that there are many faculty members who are concerned about students' wellbeing. That's why they are engaged in this debate. She reminded that we would need to look at the data before we move forward.

IV. 2022-2023 School Calendar

Steve K. explained that the Pali calendar is usually coordinated with the LAUSD calendar. (Please see Addendum #2) LAUSD is considering making winter break 2 weeks long, not 3 as it is now. Steve K. reminded the committee that this is the last year of a 3 year calendar. Minh Ha N. suggested AAC makes a recommendation to the BOT to approve the calendar for subsequent years once again. The committee members agreed without holding a formal vote.

V. Other

Agenda items must be submitted to mngo@palihigh.org by April 7, 2022 @ 2pm via EMAIL.

Next Academic Accountability Committee meeting: April 28, 2022 at 3:30-5pm. Scheduled Presentations on Credit Recovery and CTE.

ADDENDUM #1

Student Survey Results Overview Bell Schedule

Number of responses: 1,317

How data was collected: school wide activity for survey completion during class

Extremely important

Keep nutrition and lunch times the same

Keep passing periods the same

Consider impact on student athletes and missed instructional time Keep block period and number of passing periods low

Give students some free period in their schedule-look out tutoring

Important

Asynchronous Time (This name is not to be confused with Asynchronous Friday during Remote Instruction). Teachers are engaged (not actively teaching new material time). Perhaps "Intervention Friday" "Learning Lab Friday"

Intervention/Study Hall time

Add flex time period/advisory- shorten class by ten minutes (academic support/life skills)
Offer more academic classes during 7th period

Divided on embedded support

Not important/ interested

Flex time-club meeting non academic-especially if it impacts length of school day

But liked the more academic ones

Freshman seminar that is mandatory for all 9th graders

If they have an advisory-they do not want it to be strictly academic (ex. Life skills as well)
Mandating freshmen take 7 classes

Immediately Consider-for next year

Intervention Study hall-academic/life skills Asynchronous time

Maintain academic class time, keep block periods low Cut academic class time for advisory period/flex period Keep nutrition and lunch the same

Consider impact on student athletes

Keep number of block periods low

Give students one free period

More academic classes 7th period

Embedded support

Do not consider

Mandating Freshman Seminar

Mandating Freshman take a 7th period course

Any intervention that would further lengthen the school day

Parallels with teachers*

Non academic flex time (ex. Club meeting time)-shouldn't be considered Want to keep lunch, nutrition, passing periods the same

No mandate for freshman to take 7th period

ADDENDUM #2

2022-23 School Year Important Dates

August 15:	First day for teachers (Professional Development)
August 16:	Professional Development
August 17:	First day for students ALL CLASSES MEET DAY
Sept. 2:	Admissions Day
Sept. 5:	Labor Day (Holiday)
Sept. 26:	Rosh Hashanah (Unassigned Day)
Oct. 5:	Yom Kippur (Unassigned Day)
Nov. 11:	Veteran's Day
Nov. 21-25:	Thanksgiving Break
Dec. 12:	All Classes Meet Day
Dec. 13-15:	Finals
Dec. 15:	Last day of first semester
Dec. 16:	Last day for teachers (Pupil Free Day)
Jan. 9:	First day of second semester (teachers only/prof. development)
Jan. 10:	First day of second semester for students ALL CLASSES MEET DAY
Jan. 16:	MLK Day (Holiday)
Feb. 20:	President's Day (Holiday)
March 31:	Cesar Chavez Day (Unassigned Day)
April 3-7:	Spring Break
May 29:	Memorial Day
June 5-7:	Finals (Last day for students)

June 8: Last day for teachers (Pupil Free Day)

ADDENDUM #4

AAC 2/24/22 meeting chat transcript

15:34:55 From Paul Mittelbach : Sorry, I have a loaner laptop from the tech office, and I had trouble signing in!

15:43:35 From Minh Ha Ngo : Are all of the classes using Acellus?

15:53:42 From Minh Ha Ngo : Is there a waiting list?

15:54:56 From Paul Mittelbach : Great presentation! 😊 I may have missed this--what's the current enrollment?

15:56:23 From Nicole Newble : When will you start accepting students for next school year?

15:59:32 From Nicole Newble : Sorry, I was not aware I could not speak. I will call Ms. Theard tomorrow

16:01:00 From Nicole Newble : I'm driving. I can't see if other hands are raised. Thanks

16:09:29 From Paul Mittelbach : No objection from me.

16:11:29 From Stephen Klima :
https://drive.google.com/file/d/13ZvIQP3K9_XLZF114yE3Avg0wIFO81P1/view?usp=sharing

16:13:33 From Monica Iannessa : Is it on a Thursday?

16:14:58 From Monica Iannessa : Are you going to add more PD before school starts ?

16:21:06 From Monica Iannessa : What is the gpa repercussion of a W = withdrawal grade?

16:21:16 From Malika Mirkasymova : v how will the W work?

16:24:23 From Malika Mirkasymova : i have a comment

16:25:24 From Nicole Newble : I thought it was determined in the last AA meeting there would not be an AP cap. Did something transpire since that meeting or did I misunderstand something from the last meeting

16:25:56 From Amy Onyendu to Minh Ha Ngo(Direct Message) : I may lose service but will hop back on!

16:26:36 From Nicole Newble : Ok thx

16:34:22 From Randy Tenan-Snow : Strong number of responses!

16:36:33 From Nicole Newble to Minh Ha Ngo(Direct Message) : Thanks for letting me in again. I'm driving, bad reception

16:37:12 From Malika Mirkasymova : Talia - can you please send me this document?

16:41:31 From Stephen Klima :
<https://docs.google.com/presentation/d/1muwohgOtdRvi48X9HZ0zTYpsRyAeusyW2bqN1ZJ-hZo/edit?usp=sharing>

16:44:26 From Andrea King : On the student survey data. Did show the range of teachers participated in the discussion?

16:48:06 From Monica Iannessa : You are welcome.

16:48:18 From Randy Tenan-Snow to Minh Ha Ngo(Direct Message) : I have to leave to the women's panel in 4 minutes. I am willing to attend Board if you would like minutes shared this next month.

16:48:34 From Minh Ha Ngo to Randy Tenan-Snow(Direct Message) : Thank you. I'll let you know.

16:49:39 From Stephen Klima : Life skills, study skills, AP prep, etc

16:49:57 From Paul Mittelbach : What Minh Ha said—a freshman seminar would be a place where some of the intervention could be embedded.

16:58:29 From Monica Iannessa : Good summary. I don't know if people mentioned that zero can be offered just not counted for instructional minutes. Rotation makes it difficult for walk on marching band and other VAPA coaches.

16:59:53 From Paul Mittelbach : It's an interesting point Minh Ha made about the "guinea-pig" class...But I've thought about the rotating schedule option over the years and I have concerns that it just messes too much with families—pick-up, etc.

17:00:13 From Monica Iannessa : Pd time/PLC time during the week for teachers would be terrific to have.

17:02:48 From Monica Iannessa : Happy birthday, David!

17:02:54 From David Pickard : Thank you!

17:02:55 From Monica Iannessa : Thank you!

17:02:58 From Stephen Klima : Thank you!

17:02:58 From Paul Mittelbach : Thank you! Great meeting!



	SOMETHING TO BE CONSIDERED	IMPORTANT			TREMELY IMPORTANT	TOTAL
▼ Offer time for intervention/study hall/academic time (for students)	8.41% 9	5.61% 6	22.43% 24	38.32% 41	25.23% 27	107
▼ Add asynchronous time/day to the regular weekly schedule	22.02% 24	13.76% 15	18.35% 20	25.69% 28	20.18% 22	109
▼ Student collaboration/club meeting time built into the schedule, i.e., "flex time" (non-academic; could impact length of the school day)	31.13% 33	25.47% 27	23.58% 25	14.15% 15	5.66% 6	106
▼ Maintain current academic class time (currently, we offer 363 minutes of instructional time per day). Zero period does and will not count toward instructional time for our state mandated minutes.	13.21% 14	12.26% 13	32.08% 34	19.81% 21	22.64% 24	106
▼ Shorten academic class time in order to add flex time or advisory (approximately 10 minutes per class)	24.30% 26	11.21% 12	21.50% 23	22.43% 24	20.56% 22	107
▼ Keep nutrition and lunch times approximately the same (currently 20 and 34 minutes respectively)	6.60% 7	7.55% 8	33.02% 35	26.42% 28	26.42% 28	106
▼ Keep passing periods after Nutrition and Lunch and period 5/6 at 7 minutes	8.41% 9	16.82% 18	35.51% 38	21.50% 23	17.76% 19	107

Palisades Charter High School - Board Meeting - Agenda - Tuesday April 19, 2022 at 5:00 PM						
▼ Keep passing periods Nutrition and Lunch and period 5/6 at 7 minutes	9	18	38	23	17.76% 19	107
▼ Maintain current teacher workload (in regards to minutes per day/week/month)	3.67% 4	6.42% 7	10.09% 11	26.61% 29	53.21% 58	109
▼ Maintain five of seven classes as contractual teacher workload	6.42% 7	3.67% 4	11.93% 13	22.94% 25	55.05% 60	109
▼ Add a "Freshman Seminar" for all 9th grade students as a separate class	23.36% 25	14.95% 16	36.45% 39	16.82% 18	8.41% 9	107
▼ Lessen the impact on student athletes and missed instructional time	8.33% 9	9.26% 10	34.26% 37	36.11% 39	12.04% 13	108
▼ Keep "block" periods and number of passing periods low	4.63% 5	1.85% 2	17.59% 19	37.96% 41	37.96% 41	108
▼ Offer teacher time for meetings, planning, collaboration, and professional development.	8.26% 9	6.42% 7	14.68% 16	38.53% 42	32.11% 35	109
▼ Add a separate advisory period for advisory only (not flex time).	29.91% 32	17.76% 19	33.64% 36	14.95% 16	3.74% 4	107
▼ Give every student one free period in their schedule during which they could seek out tutoring, help or enrichment.	29.91% 32	17.76% 19	25.23% 27	16.82% 18	10.28% 11	107
▼ Mandate all Freshman take 7 classes and offer more academic classes during period 7.	21.30% 23	27.78% 30	27.78% 30	9.26% 10	13.89% 15	108

	NOT SOMETHING TO BE CONSIDERED/LEAVE AS IS.	SOMETHING WE SHOULD CONSIDER FOR NEXT SCHOOL YEAR (2022-23).	SOMETHING WE SHOULD CONSIDER FOR 2023-24 AND BEYOND.	TOTAL
▼ Offer time for intervention/study hall/academic time (for students)	21.65% 21	48.45% 47	29.90% 29	97
▼ Add asynchronous time/day to the regular weekly schedule	34.74% 33	51.58% 49	13.68% 13	95
▼ Student collaboration/club meeting time built into the schedule, i.e., "flex time" (non-academic; could impact length of the school day)	57.73% 56	23.71% 23	18.56% 18	97
▼ Maintain current academic class time (currently, we offer 363 minutes of instructional time per day). Zero period does and will not count toward instructional time for our state mandated minutes.	38.54% 37	53.13% 51	8.33% 8	96
▼ Shorten academic class time in order to add flex time or advisory (approximately 10 minutes per class)	33.33% 32	46.88% 45	19.79% 19	96
▼ Keep nutrition and lunch times approximately the same (currently 20 and 34 minutes respectively)	28.42% 27	63.16% 60	8.42% 8	95
▼ Keep passing periods after Nutrition and Lunch and period 5/6 at 7 minutes	28.42% 27	61.05% 58	10.53% 10	95
▼ Maintain current teacher workload (in regards to minutes per day/week/month)	32.63% 31	60.00% 57	7.37% 7	95
▼ Maintain five of seven classes as contractual teacher workload	29.90% 29	61.86% 60	8.25% 8	97

▼ Maintain current teacher workload (in regards to minutes per day/week/month)	32.63% 31	60.00% 57	7.37% 7	95
▼ Maintain five of seven classes as contractual teacher workload	29.90% 29	61.86% 60	8.25% 8	97
▼ Add a "Freshman Seminar" for all 9th grade students as a separate class	54.84% 51	23.66% 22	21.51% 20	93
▼ Lessen the impact on student athletes and missed instructional time	33.33% 31	50.54% 47	16.13% 15	93
▼ Keep "block" periods and number of passing periods low	25.26% 24	58.95% 56	15.79% 15	95
▼ Offer teacher time for meetings, planning, collaboration, and professional development.	27.84% 27	56.70% 55	15.46% 15	97
▼ Add a separate advisory period for advisory only (not flex time).	61.46% 59	25.00% 24	13.54% 13	96
▼ Give every student one free period in their schedule during which they could seek out tutoring, help or enrichment.	56.84% 54	26.32% 25	16.84% 16	95
▼ Mandate all Freshman take 7 classes and offer more academic classes during period 7.	63.83% 60	22.34% 21	13.83% 13	94

Pali Academy 2021-2022



PCHS Smaller Learning Community

- ▶ Traditional Classes
- ▶ Blended Learning
- ▶ Credit Recovery
- ▶ Special Education Support
- ▶ Access to PCHS courses

Individualized Programs

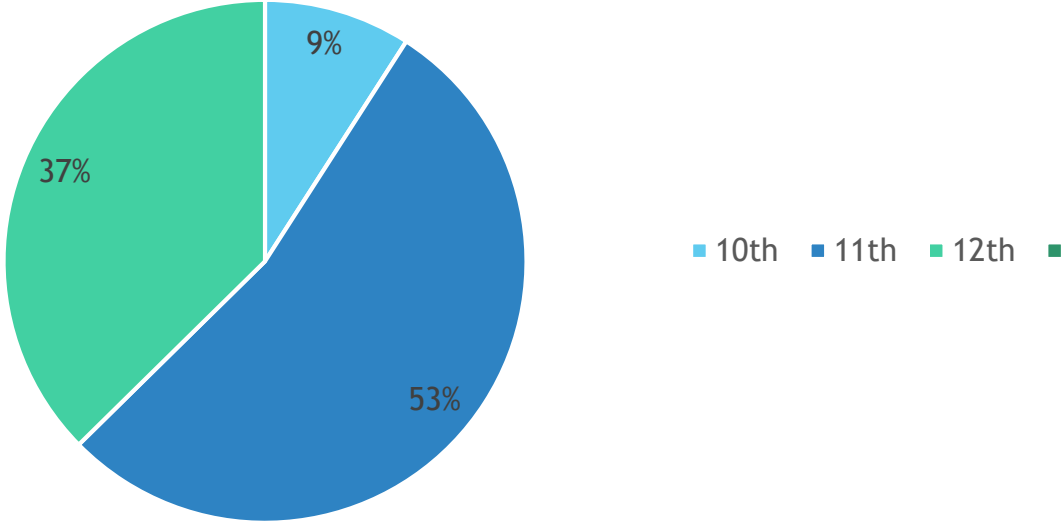
- ▶ Graduation Requirements
- ▶ UC A-G eligibility
- ▶ Early Graduation
- ▶ Credit Recovery/Return to Main Campus
- ▶ Special Education LRE
- ▶ Flexible Schedule -Work Experience/Community College

Post Graduate Plans

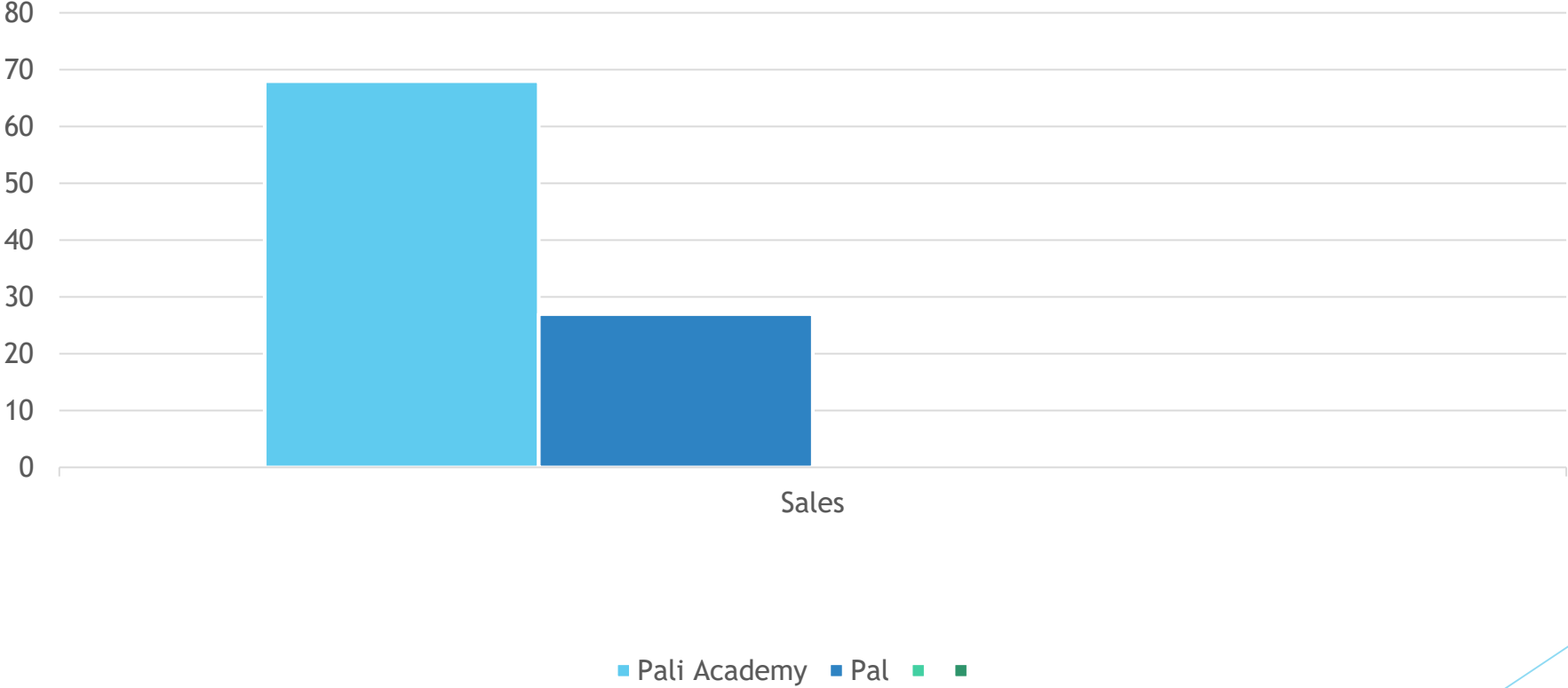
- ▶ Students taking Additional Math Courses
- ▶ Senior English (GBD)
- ▶ Students apply to 4 year college and Community College
- ▶ 32% Juniors plan to be UC a-g eligible

Pali Academy Spring Enrollment

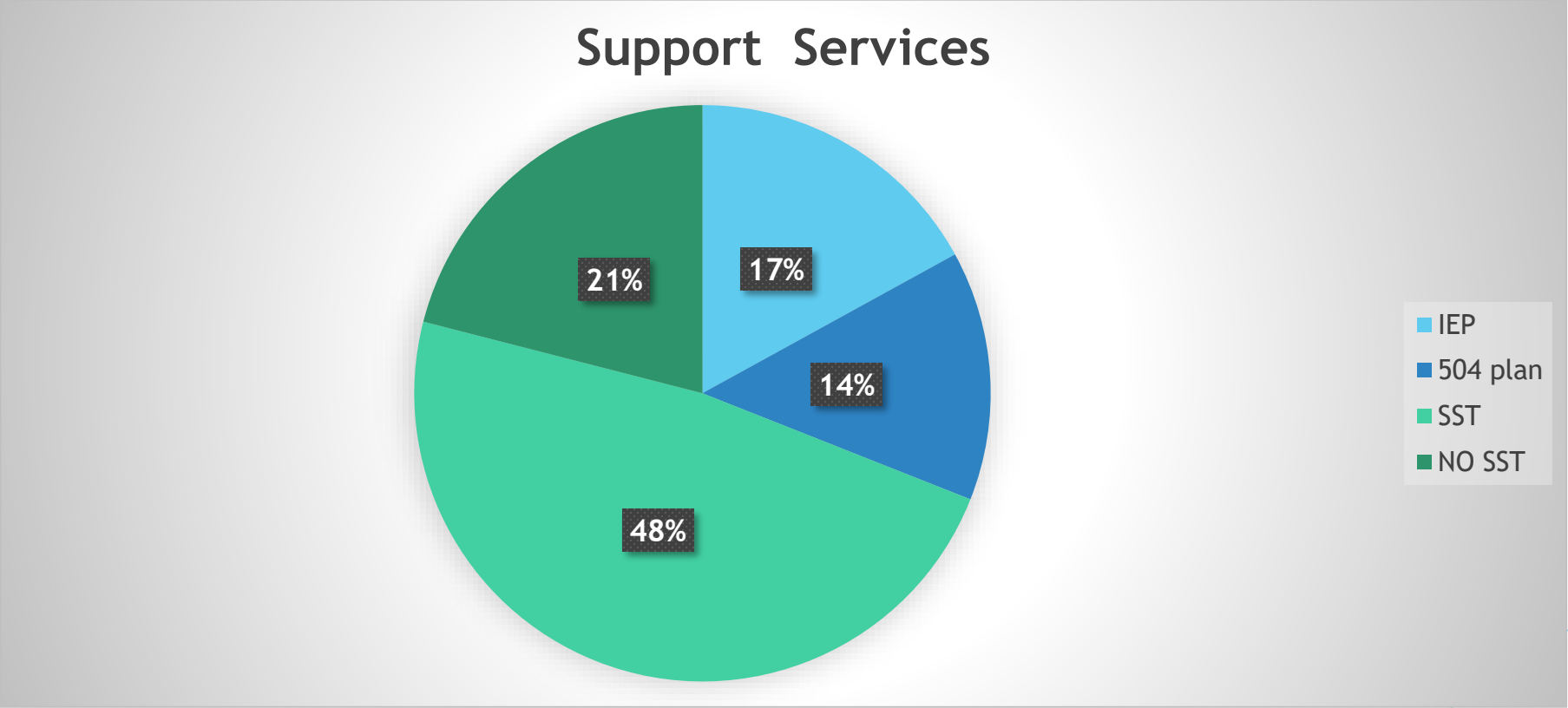
Grade Enrollment



SED Comparison Pali and Pali Academy



Support Services IEP, 504 plans, SST



Pali Academy Strengths

- ▶ High graduation rates minimum 90% past four years
- ▶ Teacher committed to student success
- ▶ Pali Academy Summer School
- ▶ Small Learning Environment
- ▶ Improved Individual Student Attendance
- ▶ Increased student UC a-g eligibility

Pali Academy Weaknesses

- ▶ Overall poor attendance
- ▶ Limited counseling/therapy services
- ▶ Enrollment capacity limited due to space
- ▶ Course offerings limited
- ▶ Students referred late once semester begins

Coversheet

Solar LOI Extension Letter

Section: VII. PCHS Clean Energy Taskforce
Item: A. Solar LOI Extension Letter
Purpose: Vote
Submitted by:
Related Material: Pali High LOI Extension 2022_03_15.pdf



Confidential

March 16, 2022

Dr. Pam Magee, Executive Director/Principal Palisades Charter High School (Pali-High)
On Behalf of the Palisades Charter High School Board of Trustees
15777 Bowdoin St.
Pacific Palisades, CA 90272

Via Email

Dear Dr. Magee:

Reference is hereby made to that certain Letter of Intent ("LOI") dated as of December 16, 2021, by and between Catalyze Holdings, LLC and Palisades Charter High School Board of Trustees. Terms used herein that are not otherwise defined herein have the meaning ascribed to them in the LOI.

Whereas, each of the parties believe that it is in the best interests to agree to an extension of the Exclusivity Period.

Now therefore, the parties agree to amend the LOI as follows:

1. The fifth paragraph of the LOI is hereby deleted in its entirety and replaced with the following:
Exclusivity Period

"The "**Exclusivity Period**" for shall mean the period commencing on the date this LOI is countersigned and terminating on the earlier of (i) execution of a Definitive Agreement and Solar Lease and (ii) August 16, 2022, unless extended or sooner terminated by written agreement of the parties."

[SIGNATURES ON FOLLOWING PAGE]



Confidential

CATALYZE HOLDINGS, LLC

By: _____
Steve Luker, CEO

Date: _____

Approved and Accepted on Behalf of the Palisades Charter High School Board of Trustees

By: _____
Dr. Pam Magee
Executive Director/Principal

Date: _____

Coversheet

2021-22 Budget vs Actuals

Section: VIII. Finance
Item: A. 2021-22 Budget vs Actuals
Purpose: FYI
Submitted by:
Related Material: Budget to Actuals 03_31_2022.pdf

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 3/31/22

ADA	2832	2021-2022	2021-2022	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	% of 2nd interim projections	Comments
		Adopted Budget (Full Return, B/F Recommended), 6/11/21	First Interim Projections, 10/31/21		Actuals to Date as of 1/31/22	Unrestricted	Restricted			
	Obj Code	Total	Total							
A. Revenues										
LCFF/Revenue Limit Sources										
	8011	15,104,903	12,429,602	7,902,842	10,962,726		10,962,726	9,562,694	87%	P1 Estimate per CDE 2/2022
	8012	6,777,237	12,273,029	4,195,050	8,345,193		8,345,193	6,254,753	75%	3rd Q EPA estimate per CDE 2/2022
	8019	-	-	263,636			-	254,362		
	8096	8,980,282	5,321,917	4,945,842	10,716,629		10,716,629	6,869,577	64%	P1 Estimate per CDE 2/2022
		30,862,422	30,024,548	17,307,370	30,024,548	-	30,024,548	22,941,386	76%	
Federal Revenues										
	8181	777,041	756,994	450,726		756,994	756,994	616,050	81%	\$267.30/ADA PER LAUSD SELPA 6/4/21
	8220	345,000	360,000	140,892		360,000	360,000	140,892	39%	
		-								
	8290	316,871	281,779	225,526		282,238	282,238	211,280	75%	revised amount per CDE, 12/31/21
	8290	59,607	56,052	1,880		56,052	56,052	29,116	52%	
	8290	3,606	3,861	-		3,861	3,861		-	
	8290	3,621	-	-		-	-			
	8290	24,214	21,761	11,520		21,761	21,761	11,520	53%	
	8290	35,337	35,337	-		35,337	35,337		0%	
	8290	10,170	10,000	-		10,000	10,000		0%	
	8290		472,831	-		472,831	472,831		0%	LACOE COVID testing award
	8290	-	23	23		23	23	23	100%	
	8290	-	985,991	98,599		985,991	985,991	98,599	10%	
	8290	-	711,554	221,390		711,554	711,554	221,390	31%	
	8290	107,643	107,643	42,436		107,643	107,643	42,436	39%	
		1,683,109	3,803,826	1,192,992	-	3,804,285	3,804,285	1,371,306	36%	
Other State Revenues										
	8520	20,000	35,000	5,092		35,000	35,000	5,092	15%	higher reimbursement due to free meals
	8550	139,071	135,483	139,084	139,084		139,084	139,084	100%	\$47.84/ADA
	8560	436,050	461,616	215,832	461,616		461,616	355,367	77%	higher per ADA rate (\$163.00/ADA)
	8560	142,443	184,080	3,071		184,080	184,080	52,610	29%	higher per ADA rate (\$65.00/ADA)
	8590	164,827	242,836	242,836		242,836	242,836	242,836	100%	higher carryover from 20/21FY (\$164K 21/22 + \$76K 20/21 carryover)
	8590	12,073	10,000	-	10,000		10,000		0%	
	8590	470,566	547,287	547,287		547,287	547,287	547,287	100%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21
	8590	2,051,780	2,051,780	119,222		1,025,890	1,025,890	119,222	12%	first allocation received in 20/21, part of beginning balance
	8590			425,181		425,181	425,181	425,181	100%	Received Dec 2021- revenue to recognize as expenses are spent
		3,436,809	3,668,082	1,697,606	610,700	2,460,274	3,070,974	1,886,679	61%	
Other Local Revenues										
	8311	2,002,632	2,143,258	1,276,132		2,143,258	2,143,258	1,744,198	81%	\$756.80 PER LAUSD SELPA 10/21

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 3/31/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	% of 2nd interim projections	Comments	
					Actuals to Date as of 1/31/22	Unrestricted	Restricted				Total
	Obj Code	Total	Total								
	Food Service Sales	8634	240,000	210,000	49,699		150,000	150,000	65,755	44%	lower a la carte sales
	Leases & Rentals	8560	1,046,000	1,046,000	482,478	1,046,000		1,046,000	571,884	55%	
	Interest	8660	129,549	80,000	42,874	80,000		80,000	27,621	35%	
	LAUSD SpEd Option 3 Grant	8679	100,000	100,000	126,568		126,568	126,568	126,568	100%	higher receipt from SELPA
	Fundraising	8699	450,000	450,000	381,898	450,000	-	450,000	506,930	113%	
	Total, Other Local Revenues		3,968,181	4,029,258	2,359,649	1,576,000	2,419,826	3,995,826	3,042,956	76%	
	Total Revenues		39,950,522	41,525,713	22,557,617	32,211,248	8,684,384	40,895,632	29,242,328	72%	
B. Expenditures											
Certificated Salaries											
	Teachers' Salaries-Full-Time	1110	13,282,106	13,282,106	6,850,617	11,623,439	1,658,667	13,282,106	8,961,832	67%	
	Teachers Salaries-Librarian	1130	141,176	141,176	70,735	141,176		141,176	91,766	65%	
	Teachers' Salaries-Substitute	1160	238,941	238,941	267,070	318,941		318,941	357,360	112%	increased sub coverage time, reallocated from classified ESSER time (\$80K)
	Cert Pupil Supp Sal-Counselors	1210	817,927	831,275	474,765	831,275		831,275	618,942	74%	Additional counselor time (\$13K)
	Cert Administrators	1310	918,695	918,695	524,250	775,910	142,785	918,695	677,977	74%	
	Other Support/Step& Column Impact	1330	119,633	119,633		119,633		119,633		0%	
	Auxiliaries/Periods/Net	1930	-	-				-			
	FTEs Increase/Decrease		130,360	130,360		130,360		130,360			Ed Tech coordinator & New counselor position, & \$31K in attrition savings
	Impact of Tentative UTLA Agreement		-	251,313		251,313		251,313			Effective 7/1/21, UTLA salary increase of 1.75% (\$197,312.78 & PD hourly rate increase \$50 (\$53,487).
	Certificated Off-Schedule Pay		7,000	7,000		7,000		7,000			proposed cell phone stipend (dependent on position)
	ESSER II/III funded certificated time			97,833			97,833	97,833			expanded learning time & intervention salaries
	ELO Related Certificated Time	1110	589,952	809,952			699,952	699,952			reduced cert salary for sat school (\$80K), acellus staffing (\$30K)
	Total, Certificated Salaries		16,245,790	16,828,284	8,187,437	14,199,047	2,599,237	16,798,284	10,707,876	64%	
Classified Salaries											
	Instruct Aide	2110	944,412	944,412	383,750		944,412	944,412	525,801	56%	
	Maint/Operations	2210	114,902	114,902	104,226	114,902		114,902	137,146	119%	
	Classified Administrators	2310	416,609	416,609	222,919	386,609		386,609	279,178	72%	admin salary shifted to consulting
	Cler Tech Office Staff Sal-FT	2410	1,935,059	1,935,059	919,350	1,935,059		1,935,059	1,221,609	63%	
	Food Services	2430	48,397	48,397	30,834		48,397	48,397	41,090	85%	
	Cler Tech Off Staff Sal-Sub	2460	34,817	34,817	-	34,817		34,817	13,266	38%	
	Other Classified	2920	975,966	1,110,966	607,781	904,821	111,145	1,015,966	822,827	81%	\$40K in additional tutoring (ESSER III), \$80K shifted to cert salaries, \$15K shifted to consulting (VAPA tech)
	Math Paraprofessionals	2920	166,212	166,212	92,465	55,404	110,808	166,212	143,700	86%	
	Impact Step & Column/Prposed New Positions/Hours		110,000	110,000		110,000		110,000			Tech Team Lead
	Classified Retro		7,000	7,000		7,000		7,000			proposed cell phone stipend (dependent on position)

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 3/31/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	% of 2nd interim projections	Comments
	Obj Code	Total	Total	Actuals to Date as of 1/31/22	Unrestricted	Restricted	Total	Actuals to Date as of 3/31/22		
Classified Additional Time		-	35,204			35,204	35,204			\$30K for additional hours related to student check-in 2020/21 off schedule increase - predicted until October
ELO Related Classified Time	2920	436,400	436,396			436,396	436,396			ELO Classified time
Total, Classified Salaries		5,189,774	5,359,974	2,361,326	3,548,612	1,686,362	5,234,974	3,184,618	61%	
Employee Benefits										
State Teachers Retirement System (STRS), Certificated Positions	3111	2,748,788	2,847,346	1,276,030	2,402,479	439,791	2,842,270	1,687,508	59%	
Public Employees Retirement System (PERS), Classified Positions	3212	1,188,977	1,227,970	421,511	812,987	386,346	1,199,333	574,045	48%	
OASDI, Certificated Positions	3311	-	10,000	11,015	15,000		15,000	14,578	97%	
OASDI, Classified Positions	3312	321,766	322,318	143,081	220,014	104,554	324,568	192,384	59%	
Medicare, Cert Positions	3331	235,564	244,010	117,960	205,886	37,689	243,575	154,160	63%	
Medicare, Class Positions	3332	75,252	77,720	33,142	51,455	24,452	75,907	44,966	59%	
Hlth & Wlfr Benefits, Cert	3411	2,538,722	2,538,722	1,362,501	2,280,484	258,238	2,538,722	1,754,646	69%	
Hlth & Wlfr Benefits, Class	3412	1,269,575	1,269,575	658,138	940,575	329,000	1,269,575	858,768	68%	
State Unemploy Insur, Cert Pos	3511	200,163	84,141	16,771	70,995	12,996	83,991	34,902	42%	Rate reduced to 0.50% by state of CA
State Unemploy Insur, Clas Pos	3512	64,363	26,800	7,187	17,743	8,432	26,175	14,958	57%	Rate reduced to 0.50% by state of CA
Worker Comp Insur, Cert Pos	3611	158,737	158,737	80,427	158,737		158,737	120,111	76%	
Worker Comp Insur, Class Pos	3612	68,030	68,030	34,468	68,030		68,030	51,475	76%	
Lifetime Retiree Benefits, Cert	3911	553,000	553,000	226,567	553,000	-	553,000	288,769	52%	must fund at this level per actuary & LAUSD recommendation
Lifetime Retiree Benefits, Class	3912	237,000	237,000	77,272	237,000	-	237,000	96,013	41%	must fund at this level per actuary & LAUSD recommendation
Total, Employee Benefits		9,659,937	9,665,369	4,466,067	8,034,385	1,601,498	9,635,883	5,887,280	61%	
Supplies										
Textbooks	4100	42,112	42,112	21,359		42,112	42,112	24,775	59%	
Instructional Materials	4300	266,834	296,834	81,862	220,000	46,834	266,834	149,749	56%	ESSER funded additional IMA - \$30K
Instructional Materials - CTE	4300	148,827	242,836	108,398		242,836	242,836	127,023	52%	CTE Expenses
Office (Tech) Supplies	4350	86,800	86,800	34,206	86,800		86,800	57,224	66%	
Other Supplies	4390	24,300	24,300	26,563	5,700	24,300	30,000	35,246	117%	
Non-Capitalized Equipment	4400	576,500	1,270,212	155,331	126,300	1,143,912	1,270,212	273,395	22%	ELO funded tech (\$450k), ELO funded café non cap (\$25K), ESSER II/III funded tech (\$668K), ESSER II/III funded non cap for café (\$25k)
Food Service Supplies	4700	235,041	235,041	96,102		235,041	235,041	151,491	64%	
Total, Supplies		1,380,414	2,198,135	523,821	438,800	1,735,035	2,173,835	818,903	38%	
Services										
Mileage & Car Allowances	5210	2,000	2,000	303	1,500		1,500	1,068	71%	reduced mileage
Travel and Conferences	5220	80,000	80,000	7,558	10,000	70,000	80,000	12,536	16%	ELO funded PD
Dues and Memberships/Subscriptions	5310	560,461	560,462	412,835	454,915	55,547	510,462	425,846	83%	\$50k accessus increase recognized next year 2/23
Insurance	5400	397,016	397,016	205,541	397,016		397,016	306,770	77%	COVID rebate

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 3/31/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	% of 2nd interim projections	Comments
					Actuals to Date as of 1/31/22	Unrestricted	Restricted			
	Obj Code	Total	Total							
Operations & Housekeeping Supplies	5510	147,600	165,000	84,735	147,000	18,000	165,000	108,261	66%	
Utilities	5520	426,000	426,000	202,267	426,000		426,000	347,338	82%	
Rentals/Leases/Repairs	5610	398,752	398,752	182,264	388,752	10,000	398,752	258,837	65%	
Transportation	5811/ 5812	510,962	580,962	199,327	452,462	128,500	580,962	406,038	70%	applied parent payments, aug-oct 21
Oth Contracted Services	5800	35,826	35,826	19,288	35,826		35,826	22,573	63%	
STRS Int & Penalties	5803	1,200	1,200	972	1,200		1,200	985	82%	
Contracted Services	5810	2,783,944	3,203,244	1,206,885	1,169,173	2,079,071	3,248,244	2,201,381	68%	\$15K VAPA tech, \$30k HR interim position
Legal, Audit, & Election Costs	5821	330,863	355,863	185,671	287,390	68,473	355,863	239,732	67%	
Advertisement	5831	1,500	1,500	-	1,500		1,500	450	30%	
Computer/Technlgy Related Serv	5840	86,784	86,784	7,100	80,000		80,000	7,100	9%	reduction in internet costs
Const/Ind Contractors(NonEmp)	5850	20,000	28,000	25,078	30,000		30,000	35,192	117%	athletic trainer
Fingrpt,Phys, XRY&Oth Emp Cst	5860	7,500	7,500	8,938	9,500		9,500	12,405	131%	hiring costs
Other Services	5890	112,755	112,755	57,678	96,755	16,000	112,755	89,685	80%	
Communications Services	5910	76,000	76,000	24,513	76,000		76,000	36,607	48%	
Total, Services		5,979,164	6,518,864	2,830,950	4,064,989	2,445,591	6,510,580	4,512,805	69%	
Captial Outlay										
Sites & Improvement	6100		-							
Buildings & Improvement	6200	97,950	242,950	164,830	80,000	145,000	225,000	175,576	78%	ESSER II/III funded upgrades (\$145K)
Equipment & Technology	6400	10,000	245,000	25,985	10,000	235,000	245,000	62,169	25%	Tech infrastructure upgrades (ESSER II/III funded)
Equipment/Furniture Replacement	6500	-	-							
Total, Captial Outlay		107,950	487,950	190,815	90,000	380,000	470,000	237,745	51%	
Depreciation Expense (Financial Reporting Basis)										
	6900	915,000	980,000	571,667	980,000		980,000	571,667	58%	
Other Outgo										
Indirect Cost (LAUSD)	7299	308,624	300,245	170,838	300,245		300,245	235,659	78%	
Interest	7438	11,784	11,784	7,292	11,784		11,784	9,264	79%	
Total, Other Outgo		320,408	312,029	178,130	312,029	-	312,029	244,923	78%	
Total Expenditures (Financial Reporting Basis)										
		39,690,487	41,862,656	19,119,397	31,577,863	10,067,723	41,645,586	25,928,072	62%	
Total Expenditures (Cash Reporting Basis)										
		38,883,437	41,370,606	18,738,545	30,687,863	10,447,723	41,135,586	25,594,150	62%	
C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis										
		260,035	(336,943)	3,438,220	633,385	(1,383,339)	(749,953)	3,314,256		
C. Ending Balance: Excess (Deficiency) - Cash Reporting										
		1,067,085	155,107	3,819,072	1,523,385	(1,763,339)	(239,953)	3,648,178		(Revenue - Expenses: Cash Reporting Basis)

Palisades Charter High School - 2021-2022 2nd Interim Projections and Actuals to date as of 3/31/22

ADA	2832	2021-2022 Adopted Budget (Full Return, B/F Recommended), 6/11/21	2021-2022 First Interim Projections, 10/31/21	2021-2022	2021-2022 2nd Interim Projections, 1/31/22			2021-2022	% of 2nd interim projections	Comments
					Actuals to Date as of 1/31/22	Unrestricted	Restricted			
	Obj Code	Total	Total							
D. Net Increase (Decrease)		260,035	(336,943)	3,438,220	633,385	(1,383,339)	(749,953)	3,314,256		
E. Fund Balance										

Coversheet

A-G Completion Grant

Section: VIII. Finance
Item: B. A-G Completion Grant
Purpose: Vote
Submitted by:
Related Material: A-G completion grant materials.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 19, 2022

TOPIC/ AGENDA ITEM:

IX. FINANCE

B. A-G Completion Grant

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, LTSP committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the allocation and use of funds for the A-G Completion Grant. PCHS' final allocation is \$645,524. Based on feedback at LTSP and Budget & Finance Committee meetings, we developed a plan to increase A-G access over the next few years.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring PCHS meets CDE requirements and complies with the use/allocation of State grant funds.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the A-G Completion Grant allocation proposal.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the A-G Completion Grant proposal.

RECOMMENDED MOTION:

“To approve the A-G Completion Grant proposal.”

Juan Pablo Herrera
Chief Business Officer

A-G Completion Grant

April 19, 2022

A-G Funds must “supplement” existing expenses

Eligible Uses of funds



Expand your A-G course offerings by adding any AP or Pre-AP course, particularly one of the AP courses which has no prerequisites.



Professional development (PD) for teachers, administrators, and counselors to improve A-G completion rate, including Advanced Placement (AP) and Pre-AP-specific training



Subsidize student test fees, including AP test fees, for low-income students, foster youth, and English learners



Developing comprehensive advising plans and other student supports, such as tutoring and course-taking and college counseling services

Our A-G Completion Grant Final Allocation is set at \$645,524

Our final allocation amount is much lower than was initially projected. However, we are still grateful and plan to put the funds to good use.



In addition, the CDE did not finalize a template and the “official submission” is vague.

1. No template provided/required by the CDE
2. A Plan must be developed and discussed by April 1, then approved at a subsequent board meeting
3. The plan does not need to be submitted to the County or CDE. However, final expenditure reporting must be submitted by Sept 2026

A-G Grant: Spending Proposal

Description	Amount	Notes
College Center Advisor (support person)	\$90,000	Part-time college center support: 3-4 days per week from 22-23 through 25-26: \$30 hourly rate
AP Exam Fees for Unduplicated Students	\$56,000	Potentially cover AP exam fees for Unduplicated Students from 22-23 through 25-26*
Counseling Support	\$120,000	Counseling for unduplicated students (extra hours or additional personnel)
AP Course Expansion	\$87,500	New AP Psychology Course (auxiliary, IMA, textbooks, subscriptions) through 25-26
A-G Course Auxiliaries	\$135,000	Nine (9) auxiliaries) to supplement A-G courses.
A-G Credit Recovery	\$60,000	Credit recovery opportunities to ensure A-G completion
NAEP Testing	\$80,000	NAEP, PSAT or other assessment
A-G Course Development	\$17,024	Professional development, curriculum development, course review, etc.
TOTAL ALLOCATION	\$645,524	

*Use of funds will be further discussed as AP fees for unduplicated students are already subsidized heavily by Federal sources.

Additional Notes

While LTSP feedback indicated strong support for tutoring expansion, PD, technology, and CTE expansion, we have ESSER and Educator Effectiveness Funds allocated to those areas already.

Please note, the plan just needs to be approved in order to receive the funds and can be changed with additional feedback/discussions.

Coversheet

Consolidation Application (CARS Application)

Section: VIII. Finance
Item: C. Consolidation Application (CARS Application)
Purpose: Vote
Submitted by:
Related Material: CARS Application materials.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 19, 2022

TOPIC/ AGENDA ITEM:

IX. FINANCE

C. 2021-2022 Consolidated Application (CARS Application)

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2021-2022 Consolidated Application and Reporting System certification. The Consolidated Application (also known as ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs (e.g., Title I, Part A; Title II; etc.) to county offices, school districts, and direct funded charter schools throughout California. The attached CARS application is part of the Winter Release and contains the entitlements for each Federally funded program.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

The action requested of the Board today will support the goal of ensuring PCHS meets CDE requirements and complies with the use/allocation of Federal funds.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2021-2022 Consolidated Application.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2021-2022 Consolidated Application.

RECOMMENDED MOTION:

“To approve the 2021-2022 Consolidated Application..”

Juan Pablo Herrera
Chief Business Officer

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 8/31/2021 1:36 PM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Juan Pablo Herrera
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	08/31/2021

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 8/31/2021 1:44 PM**2021-22 Protected Prayer Certification**

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

CDE Program Contact:Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126**Protected Prayer Certification Statement**

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Juan Pablo Herrera
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	08/31/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 8/31/2021 1:44 PM**2021-22 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

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

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

Returning Application

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

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2021
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Juan Pablo Herrera
Authorized Representative's Title	Chief Business Officer

*****Warning*****

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

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

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

Date of approval by local governing board	08/24/2021
---	------------

District English Learner Advisory Committee Review

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

DELAC representative's full name (non-LEA employee)	N/A
DELAC review date	08/24/2021
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	https://www.palihigh.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable.

Application for Categorical Programs

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

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

*****Warning*****

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

2021-22 Application for Funding

CDE Program Contact:

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

<p>Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127</p>	<p style="text-align: right;">Yes</p>
---	---------------------------------------

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 4/15/2022 11:39 AM**2021-22 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$56,052
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$56,052

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$21,761
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2021-22 Title IV, Part A allocation after transfers out	\$21,761

*****Warning*****

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

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$282,238
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$282,238

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$8,640
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$1

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2021-22 Approved indirect cost rate	2.95%
Indirect cost reservation	\$8,087
Administrative reservation	\$34,249

Reservation Summary

Total LEA required and authorized reservations	\$50,977
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$231,261

*****Warning*****

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

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$56,052
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$56,052
Repayment of funds	\$0
2021-22 Total allocation	\$56,052
Administrative and indirect costs	\$1,606
Equitable services for nonprofit private schools	
2021-22 Title II, Part A adjusted allocation	\$54,446

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 8/31/2021 1:44 PM**2021-22 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	\$126.25
Estimated English learner student count	33
Estimated English learner student program allocation	\$4,166

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$4,166
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$4,166

*****Warning*****

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

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Juan Herrera
Date: 8/31/2021 1:44 PM**2021-22 Title III Immigrant Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for 2021-22 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$157.20
Estimated immigrant student count	25
Estimated immigrant student program allocation	\$3,930

Note: Eligibility criteria

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$3,930
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$3,930

*****Warning*****

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

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$21,761
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021-22 Title IV, Part A LEA available allocation	\$21,761
Indirect cost reservation	\$624
Administrative reservation	
Equitable services for nonprofit private schools	
2021-22 Title IV, Part A LEA adjusted allocation	\$21,137

*****Warning*****

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

2021-22 Substitute System for Time Accounting

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

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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

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

2021-22 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

*****Warning*****

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

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	Yes
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	Yes
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	Yes
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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

Coversheet

2022-23 PCHS Transportation Budget & Scholarships

Section: VIII. Finance
Item: D. 2022-23 PCHS Transportation Budget & Scholarships
Purpose: Vote
Submitted by:
Related Material:
PCHS Board Report for Operations for 2022-04-19 Board Meeting - Transportation Cover-Motion.pdf
Administrative Transportation Committee Proposal to BFC for Vote on 2202-04-18.pdf

COVER SHEET FOR 2022-23 Transportation Budget VOTE
April 19, 2022

TOPIC/ AGENDA ITEM:

2022-23 PCHS Transportation Budget & Scholarships

PERSONNEL INVOLVED:

Administrative Transportation Committee
Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

2022-23 Transportation Budget

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

Maintaining a Transportation Budget to assist students to get to/from PCHS, and provide for transportation of students to/from PCHS Sponsored After-School Activity Competition Team helps supports PCHS's Mission.

OPTIONS OR SOLUTIONS:

Cost Sharing (selected option) vs. Dropping Completely individual aspects of the overall Transportation Program vs. No Longer having anything but Special Ed Transportation (which is legally mandated)

EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:

The Executive Director/Principal recommends the Board of Trustees approve the Budget & Finance Committee's approved/proposed 2022-23 Transportation Budget, coming from the Monday 4/18/2022 B&FC Meeting, and originating from the 2022-23 Transportation Budget proposed to B&FC by the Administrative Transportation Committee.

RECOMMENDED MOTION:

We make a motion to approve the Budget & Finance Committee proposed 2022-23 Transportation Budget.

Administrative Transportation Committee Proposal to B&FC

Why Committee Formed - The significant and ongoing Transportation Industry cost increases, which have been outpacing general inflation for years now, and continue to do so, is continuing to increase significantly the cost of the PCHS Transportation Program (To/From School, Late Buses, Special Ed & Competition Buses). The Board of Trustees and Budget & Finance Committee tasked PCHS Administration with finding ways to maintain the Busing Program in a more cost affordable manner for PCHS in hopes of us being able to find a way to have a longer-term sustainable School Bus Program. Dr. Magee, as PCHS Executive Director & Principal, created a Administrative Transportation Committee to accomplish the BoT and B&FC request.

Transportation Committee Make-Up:

- 3 Administrators: Dr. Magee (Executive Director & Principal), Juan Pablo Herrera (Chief Business Officer) and Don Parcell (Director of Operations/Transportation)
- 2 Board Members: Sara Margiotta (B&FC Chairperson and BoT Secretary) and Monica Batts-King (B&FC and BoT Member)
- 4 Budget & Finance Committee Members: Sara Margiotta (B&FC Chairperson and BoT Secretary), Daphne Gronich (B&FC Member), Monica Batts-King (B&FC and BoT Member), Lauran Diamond (B&FC Member)
- The Director of Development (Fund Raising) for PCHS: Mike Rawson
- 1 Parent of a Non Bus Riding Student: Matthew Rodman (Matthew has been managing the PRMS Private Busing Program for the last 4-5 years)
- 3 Current Students: 1 a Former To/From Bus Rider and 2 are Competition Team Bus Riders

Significant Issues Facing Bus Industry

- Ongoing Transportation Inflation higher than general inflation
- Cost of Insurance for Assets/Buses and Drivers escalating many times over general inflation
- Availability of Drivers (Supply) very low. This has been hitting all Driver Oriented Industries, not just School Buses
- Fuel/Gas Prices Soaring

2021-22 Issues:

- Bus Company (ATS) in Oct required a 9% bus fee increase, effective Nov 2021, or they would cancel the contract and stop running buses right away
- ATS is the lowest cost provider we found when bidding out the Busing Contract in Jan 2021 - Other companies cost more and would have meant more expensive busing for PCHS Families
- The cost of Busing with us paying the 9% Price Increase was determined to still be lower than switching bus companies
- There were/are far fewer bus company options post-pandemic than there were pre-pandemic
- Finance Dept. is re-bidding the bus contract for next year now, but are anticipating that costs would increase even more if we canceled our current contract and went with a new provider
- PCHS absorbed the 9% Cost increase without passing along any of those increased costs to PCHS Families in 2021-22
- PCHS's Year-over-Year cost increase for next year will be in the 6-8% range, on top of the 9% this year cost increase, meaning PCHS needs to pass along some of these increased costs to PCHS Families
- PCHS did not raise the price of busing for families in 2021-22 from what it was going to be in 2020-21 (\$2,300/year), and after only a \$50 increase from 2019-20 to 2020-21. Therefore, PCHS has been absorbing virtually all of the price increases of busing over the last few years to minimize the impact/cost to PCHS Families, but can no longer afford to do so

Current Proposal (not official yet) being presented to the B&FC from the Administrative Transportation Committee are:

	This Year (2021-22)	Next Year (2022-23) *(1) (6)	
# To/From Regular School Buses	7	Rightsized Depending on Ridership (8)	\$150,000 To/From (Scholarships)
Bus Scholarship Funding	\$192,000	\$150,000 *(7)	\$10,200 Late Buses
Cost/Year for Non-Scholarship'd Student	\$2,300	\$2,500	\$77,400 Competition Buses
Late Bus Costs	Free* (2)	\$0 or \$5-\$8 per Ride/Trip* (3)	\$147,100 Special Ed
Competition Bus Costs	Free* (4)	Per Bus Cost Sharing (90%/10%)	\$9,100 FAST Aid App Fees
Special Ed Bus Costs	No Changes	No Changes	\$9,000 TAP Card Cost
Projected Program Costs	\$740,000	\$402,800 *(5)	\$337,200 (45.6%) Savings from 2021-22
			\$402,800

Notes:

1. The Committee items are being presented to B&FC for their review/vote, and then for B&FC to present/recommend a Transportation Budget to the BoT for their review/discussion/vote on Mon 4/18 & Tue 4/19 Respectively
2. Late Buses have historical been No Cost to Students who Qualify to ride a Late Bus, hence "Free" to Students, but have cost PCHS over \$70,000/Year the last few years. Students will still need to Qualify to Ride a Late Bus, which means be part of a PCHS Sanctioned After-School Activity, in order to be eligible to ride a Late Bus, but now they'll also need to pay a Fee per Ride based on the #3 cost schedule, and ultimate decision from the Board of Trustees.
3. Late Buses now being presented as a Cost/Ride for Students not in the To/From Bus Program to help defray the costs of Late Buses so PCHS can afford to continue to have them. To/From Riders to Pay \$0, others \$5-\$8 per Ride. Those students that are indicated in Infinite Campus as Socio-Economically-Disadvantaged (SED) will only be charged \$5/Ride, and Students/Families that buy a Monthly Pass (\$125/Month, no matter how many school days there are in a month) can ride daily in a Calendar Month for no additional charge after buying the Pass, and all other Students will pay \$7/Ride or \$8/Ride (whatever the Board of Trustees ultimate decides). The number of Late Buses to run really depends on the volume of Students who need a Late Bus based on their participation in PCHS After-School Activities, and the demand/need for them can also vary significantly Day-to-Day depending on ad-hoc (non-recurring) activities/needs. The number of Late Buses run has historically be 3 (at least in the last 5 Years), and in the Fall the 3 are heavily used, in the Winter still significantly used, and in the Spring less used. Running 3 in the Fall, MAYBE 2 in the Winter, and Max of 2 in the Spring is the Transportation Dept.'s recommended approach. In the cost calculations, only 2 Late Buses have been budgeted for, though the Transportation Dept. would recommend budgeting for 2.5 as a more realistically likely right cost to budget for if B&FC wants to do so.
4. Competition Buses historically been No Cost to Students, hence "Free" to Students, but have cost over \$100,000/Year to PCHS over the last few years (when on-campus/in-person school has been going on)
5. Cost Summary of the Proposed 2022-23 Transportation Budget: To/From \$150,000 (Scholarships), Late Buses \$10,200, Competition Buses \$77,400, Special Ed \$147,100, TAP/App Fees \$18,100 = \$402,800
- 6a. Competition Buses now being presented as a Cost Share per Bus by PCHS & Teams to help defray the costs of Competition Buses so PCHS can afford to continue to have them. Plan is for PCHS to pay for 90% of the cost of each Bus a Team uses, and the Team to pay for 10%. In future years, the sharing may move toward an 80/20 Split and maybe eventually to a 75/25 Split.
- 6b. As of the start of the 2022-23 school year and beyond, all PCHS ordered Competition Buses for Competition Teams (Athletics, VAPA, Academic, etc.) are also moving to a shared cost model where the teams themselves will be responsible for a percentage of each bus's cost (planned as PCHS-90% & Teams-10% for 2022-23). Are the Students/Families themselves directly responsible for the Team's cost – NO! However, Students and Families are encouraged, but not required, to participate in Team Activities to help raise funds in order to pay for the Team's now required contribution to each PCHS ordered Competition Bus used for a Competition Away Game/Match Trip. What happens when a team cannot pay for their share of a Competition Team bus needed/wanted, still needs to be determined by B&FC and the BoT.
7. Scholarship Funding has been proposed to be used/shared between To/From Bus Students who have Demonstrated Financial Need (DFN), and Late Bus Riders that also have DFN (up to ~\$25k) and also to pay for the Free TAP Cards to Students (that are not Free to PCHS - They cost us \$9,000), leaving the To/From Bus Riding Students Scholarship Funding at ~\$116,000 to 2022-23.
8. Historical Maximum Vacancy Rates we've tolerated has been up to 10% before we would start looking at Rightsizing the number of buses. We target initial Vacancy Rates of closer to 5% - 7.5% range at the start of the school year, knowing over time they typically drift slightly higher as Students leave PCHS. A Zero Vacancy Rate Cost is included in this Budget since we incorporated that already into the To/From Annual Cost of \$2,500 per Seat.

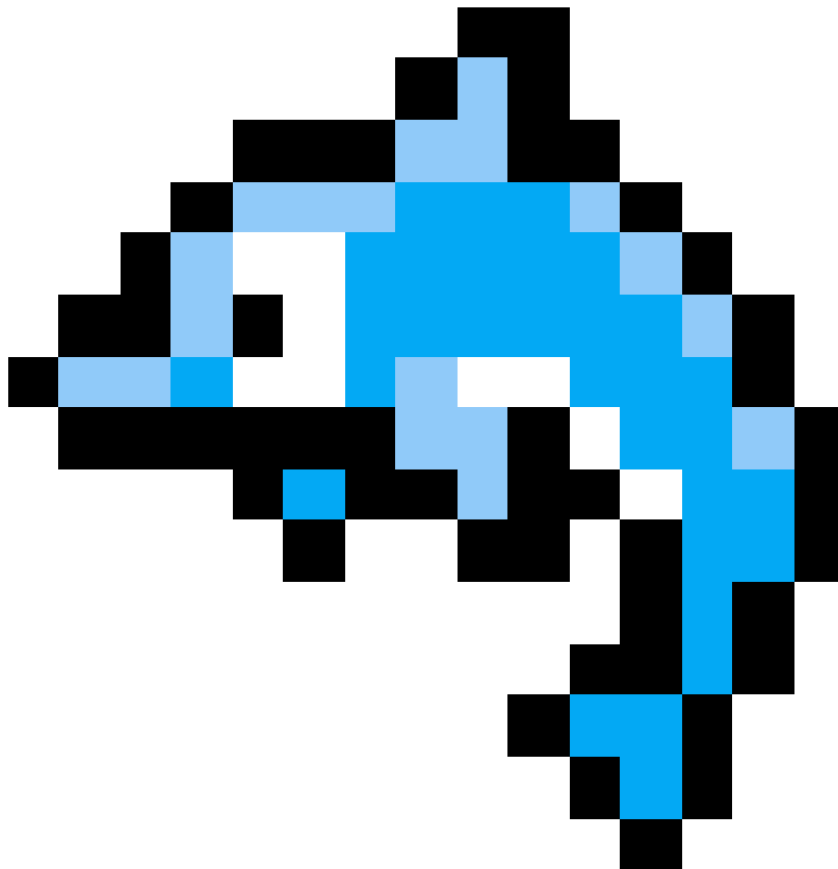
Coversheet

2022-2025 Ed Tech Plan

Section: VIII. Finance
Item: E. 2022-2025 Ed Tech Plan
Purpose: Vote
Submitted by:
Related Material: EdTech Plan 2022-2025.pdf

Building a Strong EdTech Ecosystem

PCHS Strategic Technology Plan 2022-2025



15777 Bowdoin Street • Pacific Palisades, CA 90272 • (310) 230-6623

Executive Summary

PCHS wholeheartedly believes technology can be a powerful tool to increase teacher efficiency and student learning and is committed to providing a strong edtech ecosystem that supports both. The number of digital tools in our school's portfolio has grown significantly in the past few years, and we need systems in place to make connections between needs, digital learning solutions, and actual impact on teaching and learning. To **build an efficient and effective edtech ecosystem**, we must be intentional in our decision making. Evidence is key, and this plan lays out goals to help us begin building and streamlining processes to make informed edtech decisions.

Building an equitable, efficient and effective technology ecosystem requires intention and precision. The following key ideas can help us leverage technology to support teaching and learning today:

1) **Open the lines of communication.**

It is critical to have conversations about topics such as interoperability, data privacy, cybersecurity and bandwidth alongside discussions of tool effectiveness. Working to bridge the gap between teaching and learning, our technology, LTSP, PLC and budget teams help ensure all

student groups and teacher interests are represented.

2) **Think about how to implement tools for the right groups of students at the right times.**

Not all tools are right for all students – a formal process for the review and selection of edtech saves time, money and advances student outcomes. PCHS must validate their edtech program and tool choices to better support daily instruction.

3) **Keep the focus on student learning.**

Some key questions to keep in mind as we dive into this work are: Does this program or tool align to instruction and support teaching practices? Is there evidence that use of this tool leads to desired outcomes?

During the 2021-2022 school year, the tech team initiated several projects to support the points above. These include, implementing *Edtech Impact*, an analytics tool deployed on school-owned devices to capture edtech usage and help to inform budget and training needs, a *Subscription Tracker* to manage current licenses and streamline renewals, and the *Pali Edtech Library* where available apps are located in one place along with related resources. These projects are a work in progress

and will be fully implemented in the 2022-2023 school year.

One of the primary needs for PCHS staff continues to be dedicated time for professional development built into the calendar year in order to plan a minimum of (9) mandatory hours of edtech professional development per teacher throughout each school year, with an additional 4 hours for the designated PLC edtech leaders. The goal is to use this designated time to support new technology integrations that will be launched in the 2022-2023 school year including, 1) *Performance Matters*, a comprehensive student assessment solution and integrated platform that empowers educators to analyze student performance data to inform personalized instruction and identify, address, and eliminate unfinished learning, and 2) *Promethean ActivPanels*, digital interactive whiteboards for the classroom that will be purchased using Emergency Secondary School Relief (ESSR) funds.

It remains a goal of our tech team to ensure that teachers can rely on student access to devices in the classroom everyday. The ultimate

student device vision is a 1:1 environment where all students are provided a school managed laptop. Due to budgetary restraints the current technology environment continues to utilize a “Hybrid” Bring Your Own Device (BYOD) loaner program until PCHS technology funds can reach yearly levels to sustain a 1:1 student device model. A portion of ESSR funding has been allocated to purchase spare student devices for each teacher.

Finally, to assist in evaluating the effectiveness of our technology program, we will continue to partner with BrightBytes, to deploy the *Modern Learning* survey to our students, teachers, administrators, and parents. This survey will provide insights into Access, Skills, Support, Professional Development, Instruction, and Social & Emotional Learning, including recommended strategies for growth by focus area. The overall goal of the district technology program is to incorporate technology in meaningful ways to advance the district’s long term strategic plan and schoolwide goals, and support learning outcomes that prepare our students for graduation and beyond.

1 Vision

The Palisades Charter High School mission and vision statements help to drive our current Education Technology plan by providing a lens through which technology goals and decisions can be made. These statements were the product of a collaborative process of key partners including students, parents, teachers, administrators, and community members.

PCHS Mission Statement

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 Vision Statement

PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and co-curricular program, a standards-based and aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate all students to reach their intellectual, physical, psychological, and social potential in a safe, cooperative, and supportive environment. The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning and post-secondary career fields.

This technology plan is grounded in the belief that technology not only enhances instruction but is vital to the development of skills students need to succeed in life. Because technology plays such an important role in education, having a vision of how our technology program will look in the future is important. For this reason we crafted specific PCHS Education Technology Mission and Vision statements that were developed by the LTSP technology committee members.

PCHS Educational Technology Mission Statement

Implement technology to create and support the best possible learning environment for students, staff, and community. Specifically, for all students and staff:

- To provide global access to information
- To meet the curricular needs of all learners
- To refine critical thinking skills and foster creativity
- To provide a medium for expression and communication
- To collect, assess, and share information on student learning
- To improve the effectiveness of administrative tasks
- To provide skills and proficiencies necessary for the 21st Century workforce

PCHS Educational Technology Vision Statement

We envision using technology to create an environment where:

Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students are comfortable using technology. Students take responsibility for their own educational success. Students are empowered to realize their own unique talents.

Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information.

2 Curricular & Instructional Technology Environment

Palisades Charter High School offers a wide range of technology tools to support our community. Our aim is to create a learning environment where technology is universal, secure, stable, and relevant. The campus is currently multi-platform, supporting Windows, Apple and Google operating systems.

Teachers/Classrooms

Our teaching staff are provided with either laptop and/or desktop workstations, according to their instructional and curricular needs. All classrooms have at least one monochrome laser printer. Teachers are also provided with Google (G Suite) and Microsoft Office 365 accounts. Both of these include secure, cloud-native

collaboration and productivity apps such as Google Drive for file storage and document collaboration.

Each teacher is provided with access to our school's Learning Management System (LMS), Schoology. Schoology is an online LMS that allows teachers to organize curriculum, create lesson plans, and provide student assessment. The platform allows for peer collaboration and engagement through public or private discussion forums and groups. Classes are automatically created and students are enrolled into the LMS from our Student Information System (SIS), Infinite Campus. This platform is used to manage attendance, grades, and test scores. School-wide common assessments are administered using Schoology's Assessment Management Platform (AMP) tool.

Many teachers utilize additional Audio/Visual technology such as digital projectors, DVD players, and document cameras to supplement their instruction with visuals, and to provide alternatives to the whiteboard as a learning tool. There are two interactive whiteboards and one interactive projector on campus that were purchased as part of an ongoing pilot program.

PCHS employs a wide variety of online resources and educational technology to support academic content. During the 2021-2022, our EdTech Coordinator began entering all edtech subscriptions into a [tracker](#) that includes descriptions, costs, and expiration dates of each purchased tool, along with relevant invoices, purchase orders, and vendor contacts. The tracker is set up to send e-mail notifications (3) weeks prior to expiration dates so accounts can be renewed accordingly. Additionally, we've also started working on a Pali EdTech Library that will be added to our Pali High bookmarks where teachers can see all edtech applications and tools available to them along with resources such as tutorials, lesson plans, and implementation guides.

Tech Office

The technology department has two chromebook carts with (40) laptops each available for checkout. Audio/Visual technology resources including digital projector carts, PA systems, microphones, webcams, and DVD players are available for checkout from the tech office.

BYOD/"Access First" Device Loaner program

Palisades Charter High School is continuing to adopt a hybrid BYOD (Bring Your Own Device)/Loaner program. BYOD allows students to bring and use their own technology to access the PCHS high-speed wireless Internet network during the day in order to enhance their learning experiences. We expect all students to be responsible digital citizens and support the PCHS Responsible Use of Technology Policy. While Chromebooks are the most common BYOD device, Windows laptops/tablets, Mac laptops, and iPads can still be used if they meet the [BYOD minimum requirements](#) (Appendix A). The District's minimum requirements describe the technical needs of the device for connecting to and supporting instructional needs, which includes a physical keyboard and the ability to connect to our wireless network. Families review the [PCHS Responsible Use for Students and Families Policy](#) (Appendix B) as part of registration each year.

Students who do not have their own devices may then check out a PCHS loaner Chromebook from the school at the start of the year when they go to pick up their textbooks. Families with the financial means to purchase a device for their students are strongly encouraged to do so in order to help reserve the equity loaner pool of chromebooks for families that may experience financial hardship. In order to check out a loaner students must have their parents fill out and sign the [Release of Technology Equipment and Financial Responsibility Form](#) to turn in at the time of device checkout. Ninth and tenth grade students have priority access to PCHS Chromebook loaners during the first few weeks of school. After that any PCHS student may check out a loaner depending on the number of devices remaining.

Computer Labs

Student accessible computers are located in nine computer labs across campus. These include two general purpose spaces, seven classroom labs, and mobile labs dedicated to specific curriculum.

These labs include:

Library	Two carts MacBook Airs
Mobile	Journalism, Virtual Entrepreneurship, Virtual Academy, and Music
E101	Photography/Yearbook
E203	Programming
J100	Makers Space
J101	Environmental and Spatial Technology (EAST)

J108	Film/Video Production
G104	Web/Graphic Design
J123	Game Design

The devices located in these labs come with a basic suite of tools that include Microsoft Office. Certain labs contain programs like Python, C++, Adobe Creative Cloud, Finale, Final Cut Pro, iMovie and others that are installed to meet curriculum requirements. Our two general purpose spaces, the Library and Study Center, house a total of (75) computers that are accessible to students before and after school, during nutrition, lunch breaks, and 7th period. During the 2021-2022 school year, a portion of ESSR funds were allocated to modernizing the Study Center with brand new furniture and equipment upgrades. Special Education students have additional access to (125) mobile and (15) fixed devices dedicated for student use.

PCHS provides high-speed wireless Internet access to all students on campus. Each student must sign a Responsible Use Policy that outlines Digital Citizenship practices and expectations for students throughout their time at Pali. Students have multiple accounts providing them access to many edtech tools including: Google Apps for Education (G Suite), Microsoft Office 365, Infinite Campus, Schoology, Atomic Learning, WeVideo, Albert.io, and many others.

PALI Virtual Academy

Our mission is to provide Palisades Charter High students with a progressive alternative to the traditional classroom within the PCHS framework. All courses offered are Common Core State Standard and A-G UC aligned. Students work independently to access the curriculum while adhering to the PCHS calendar and the PCHS Virtual Academy policies and guidelines.

[This program](#) serves all learners who need to independently access the curriculum. (Appendix D). These students may be, but are not limited to, those working, pursuing a professional athletic or art career, accruing excessive on-site attendance concerns, those with scheduling problems or individual learning styles not met in the traditional classroom, and those working to make up deficient credits. Students follow the California State Education Code Attendance Policy for Independent Study students.

Atomic Learning

PCHS provides all members of our community access to structured online tutorials for hundreds of technology tools through the [Atomic Learning System](#). Every student has their own account, enabling them to learn new tools like GAFE, Office 365, Photoshop, and 3D modeling in a self-paced environment. Parents may also use the Atomic Learning tutorials for personal enrichment or professional development.

GAFE / G Suite

At PCHS we believe in the power of collaboration. Google Apps for Education (aka G Suite) aims to foster peer collaboration through unified email communication, shared file storage in the cloud and free access to core academic productivity tools (Docs, Sheets, Slides, Forms and Drawings). We provide G Suite accounts for all our students and integrate GAFE with Schoology, our LMS, to expedite completion and submissions of assignments. In addition, our Temescal Academy is a 1:1 touchscreen Chromebook classroom environment. We also provide Chromebooks for our 9th grade students. More information about GAFE in schools can be found on the [Google for Schools](#) site.

OneRoster 1.1 School Data Sync

During the 2021-2022 school year, PCHS implemented the [IMS Global OneRoster 1.1 standard](#) to sync Schoology gradebooks to Infinite Campus Gradebooks. A [Loom tutorial](#) was provided to teachers for the initial setup, and the Edtech Coordinator and tech coaches supported those who needed additional guidance and/or troubleshooting assistance. Overall, the sync has been relatively successful with room for improvements in both training and technical enhancements. Our Edtech Coordinator and Database Manager have been in contact with Schoology and Infinite Campus representatives to share suggestions for improvements. More detailed setup and troubleshooting guides will be created for the 2022-2023 school year. We anticipate future improvements to this technology and recommend continued implementation of this tool for syncing grade data.

PLC EdTech Leaders

During the 20-21 school year, each PLC designated an edtech leader to serve as the main conduit between our technology team and their respective PLC's. PLC edtech leaders are identified as having advanced technological skill proficiencies based on their own perceptions of self-efficacy and the recommendations of other members

within the PLC. The goal is for these individuals to attend technology PD's, tech coaches meetings, product demonstrations, and/or individual training sessions, and then relay pertinent information to their team during designated group meetings. This "decentralized" approach will help support the PLC model that the school charter was built on. Below are the current PLC EdTech Leaders:

PLC	Leader(s)	EdTech Leader
Algebra 1	Cheryl Onoye	Cheryl Onoye
Algebra 2	Stephen Matthews	Boris Tsap
AP History PLC	Chris Berry	
Biology	Julie Benke	
Chemistry	Kevin Kung & Jane Curren	
English 9	Sarah Rosenthal	Sarah Rosenthal
English 10	Evelyn Rivera & Alaina Voccio	
English 11	All members are leaders	Michele Green
English 12	Lisa Saxon	Lisa Saxon
Geometry	Perisha Bellinger	Cheryl Onoye
Gov/Econ	Peyman Nazarian	
Grading for Equity: English	Stephen Berger	Lisa Saxon
Math Analysis	Cheryl Rivin	Boris Tsap
Performing Arts	Michael Turnblom	
Physical Education	Adam Licea	Adam Licea
Sociology	David Pickard	Peyman Nazarian
Spanish 1	Laura Vladika	
Spanish 2	Laura Bachrach	
Spanish 3	Laura Vladika & Patricia Perez	Maggie Nance
Special Education	Paula Anderson	
Study Skills	Myrna Cervantes	
Tech Ed	Alice Kim	Alice Kim
U.S. History	Katie Pawlik	Katie Pawlik
Visual Arts	Ellen Unt	Ellen Unt
World History	Kyle Thomas	

3 Curriculum Review & New Technology Integration

— 2022-2023

Assessments & Student Data

Goal 1 *Improve infrastructure for common assessments and comprehensive student data.*

How? Replace AMP with Powerschool's [Performance Matters](#), a comprehensive student assessment software solution built to identify unfinished learning and inform whole-child instruction.

During the 2021-2022 school year, the PCHS tech team in collaboration with school administration identified a need for more comprehensive student data and an improved online assessment platform that could be accessible from a single location. The tech team began an extensive research and vetting process of replacements for Schoology's Assessment Management Platform (AMP), where formative and summative assessments can be given across PLC's, grade levels, and departments. The goal was to find a system that would not only integrate with our SIS and LMS, but also make it easier for teachers to develop common assessments that could provide useful data related to student mastery of standards. Additionally, it was important that the chosen platform provide overall student data for administrative and counseling purposes, including assessments, behavior, attendance, intervention/IEP/504, etc.

The tech team's recommendation was to replace AMP with Powerschool's [Performance Matters](#), a comprehensive student assessment software solution built to identify unfinished learning and inform whole-child instruction. Performance Matters is the leading student assessment software that provides K-12 schools and districts with a holistic view of instructional gaps to support better student outcomes. One of the main benefits is that it is an integrated platform that empowers educators to analyze student performance data to inform personalized instruction and identify, address, and eliminate unfinished learning. Assessment data provided by the platform will be used to compare standards-aligned benchmark data in all core subject areas.

Upon the recommendation of the tech team PCHS will be switching from AMP to Performance Matters for school-wide common assessments starting in the Fall of 2022. Teachers and staff will have access to AMP throughout the remainder of the 2021-2022 school year. A preliminary Performance Matters implementation plan has been generated:

Implementation Session	Topics	PCHS Attendees	Powerschool Attendees
Pre-Planning (30 mins)	<ul style="list-style-type: none"> ● Review SOW ● Schedule Planning Phase ● Identify Risks ● Identify PCHS Project Team ● Session Guide Deep-dive ● Determine Blackout/ Availability date ● Complete Implementation Questionnaire 	Edtech Coordinator Tech Coaches	Project Manager
Kick Off (60 mins)	<ul style="list-style-type: none"> ● Project Kick Off ● Introduce team ● Outline expectations ● Complete Discovery Questions survey ● Determine who will install plugins (if applicable) and create and schedule exports ● Demo by SSC 	PCHS Implementation Project Team and anyone who can support basic technical set up	Project Manager Application Specialist (AS) Strategic Solutions Consultant (SSC)
Core SIS Data (120 mins)	<ul style="list-style-type: none"> ● Guided session to pull core files, grades, 	Edtech Coordinator	Project Manager Application

	<p>attendance, discipline, student enrollment</p> <ul style="list-style-type: none"> • Discuss SSO options • Review assessment data layouts • Discuss color coding grades and assessments • Review Project Plan & Dashboard 	SIS data admin	Specialist
<p>Core Data Review (60 mins)</p>	<ul style="list-style-type: none"> • Review core data • Review grades, attendance, and discipline • Discuss student login file • Discuss custom user file • Discuss custom filter file • Review scanner setup • Review integrations 	<p>Edtech Coordinator</p> <p>Data team</p>	<p>Project Manager</p> <p>Application Specialist</p>
<p>Assessment Configuration (120 mins)</p>	<ul style="list-style-type: none"> • Assessment Configuration Call • Review Project Plan & Dashboard • Walk through and set up platform (including permission levels and assessment platform) 	<p>Edtech Coordinator</p> <p>Curriculum team</p>	<p>Project Manager</p> <p>Strategic Solutions Consultant (SSC)</p> <p>AS (optional)</p>

	<ul style="list-style-type: none"> Review training plan 		
Status Check-In (30 mins)	<ul style="list-style-type: none"> Review implementation status Core data, SSO, Assessments CTO 	<p>Edtech Coordinator</p> <p>Additional team members as needed to fulfill the agenda</p>	<p>Project Manager</p> <p>Application Specialist</p>
Early Warning System (60 mins)	<ul style="list-style-type: none"> Review Early Warning System (EWS) 	<p>Edtech Coordinator</p> <p>Relevant team members</p>	<p>Project Manager</p> <p>SSC</p>
Status Check-In (30 mins)	<ul style="list-style-type: none"> Review Project Plan & Dashboard Review assessment data Review custom filters Confirmation of SSO login staff and student 	<p>Edtech Coordinator</p> <p>Relevant team members</p>	<p>Project Manager</p> <p>Application Specialist</p>
Intervention (60 mins)	<ul style="list-style-type: none"> Q&A session follow up from Intervention Introduction video Determine next steps for intervention roll out to stakeholders Review Intervention training options 	<p>Edtech Coordinator</p> <p>Intervention Specialists</p>	<p>Project Manager</p> <p>SSC</p>
Final Data	<ul style="list-style-type: none"> Status Check in 	Edtech	Project Manager

Overview (60 mins)	and Final Data Overview <ul style="list-style-type: none"> • Data Q&A • Request Technical Contacts 	Coordinator Data team	Application Specialist
Admin Functionality Walkthrough (60 mins)	<ul style="list-style-type: none"> • Review Project Plan & Dashboard • Admin Functionality Overview • Introduce project close process and next steps 	All Admin	Project Manager SSC
Transitions (60 mins)	<ul style="list-style-type: none"> • Project completion sign-off • Introduction to Support • Introduction to Post Implementation Services 	Edtech Coordinator Relevant team members	Project Manager SSC

For a more [detailed Performance Matters Implementation plan](#) please see (Appendix H).

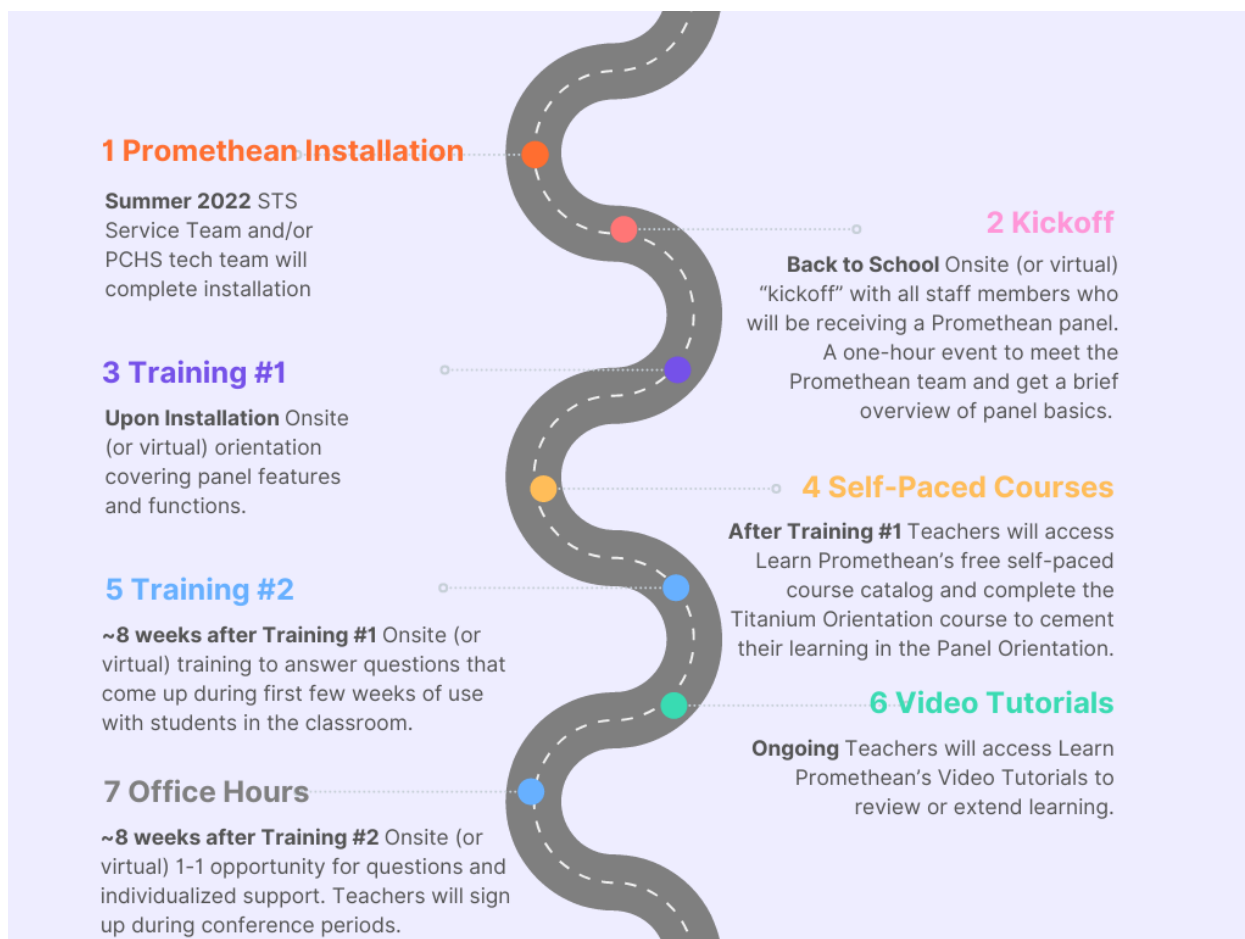
Classroom AV Updates

Goal 2 *Update classrooms with modern audio-visual components to support teachers with student learning aids.*

How? After reviewing and receiving demo's for several different options, the team is proposing that Promethean Interactive Displays be installed in classrooms on a voluntary basis up to the 2022-2023 budgeted amount for AV updates and repairs.

During the 2020-2021 school year , the PCHS tech team identified a need for classroom AV updates & repairs that were partially funded for the 2021-2022 school year. During the 2021-2022 school year, PCHS received approximately \$3.2 million of Emergency Secondary School Relief (ESSR) funds, \$900K of which was allocated to Technology. The Edtech Coordinator along with the tech coaches conducted a thorough research and vetting process of replacements for classroom projectors, speakers, monitors and document cameras that are currently used in most classrooms. The goal was to find a solution that would be more economical in the long-term and more modern and engaging for instruction.

The team reviewed product specifications and attended virtual demos for digital interactive whiteboards produced by [SMART](#), [Promethean](#), [ViewSonic](#), and [Google, Inc.](#) On-site meetings were then organized for teachers and tech coaches to attend, where there was an opportunity for more thorough in-person demos and staff feedback of smart boards from Promethean and SMART. Upon a debrief by the Edtech Coordinator and Tech Coaches, the team's recommendation was to move forward with [Promethean ActivePanel](#) and a budget of \$250,000 was allocated to this project for the 2022-2023 school year. A preliminary Promethean implementation plan has been generated:



For [product specifications](#) please see (Appendix I) and for a more [detailed implementation plan](#) can be found in (Appendix J).

Edtech Subscription Management

Goal 3 *Organize current and ongoing Edtech subscriptions for more efficient management and inventory control.*

How? Enter all Edtech subscriptions into a tracker with embedded notifications for contract renewals.

During the 2021-2022 school year the EdTech Coordinator began entering all edtech subscriptions into a tracker called [TrackMySubs](#), a subscription management and tracking tool used by small businesses. *Details logged in the tracker include:*

- Tool name
- Description
- Payment Date
- Expiration Date
- Billing Cycle
- Cost
- Vendor URL
- Payment Method
- Vendor Contact(s)
- Tags (Funding Source, Department)

Reminder alerts are set up to be emailed to the Edtech Coordinator (21) days before the expiration date to review for renewal purposes. Additionally, all relevant documentation, including purchase orders, invoices, implementation plans, spec sheets, etc. are attached to each entry.

— 2023-2024

Digital Literacy

Goal 1 *Improve students' ability to use technology to find, evaluate, create, and communicate information. Along with a working knowledge of computer software and hardware, students should have an understanding of a wide range of applications (e.g., word processing, presentations, web-based resources). With software applications becoming so mainstream, it is vital to be fluent in their use when entering the workforce.*

How? This goal can be achieved by delivering Google's free [Applied Digital Skills](#) course beginning with ninth grade pods (Appendix E). Lessons that correspond to specific skills in the categories below can be divided among PLC's and/or departments to be delivered each year beyond grade nine.

Although today's students are digital natives with many skills in social networking, many of them lack the ability to apply complex technology skills to everyday challenges. Classrooms that prepare students for college and career seamlessly integrate technology into daily instruction in a way that intentionally scaffolds students' technology skills. In order to meet students where they are, technology instruction must be infused in every subject area. PCHS has adopted the [Digital Literacy in the K-12 Classroom Scope and Sequence](#) to help guide PLC's and departments integrate technology into their current curriculum standards.

Each section of this document focuses on scaffolding Digital Literacy skills from Kindergarten through 12th grade, as we endeavor to prepare our students for success in college and career. It presents guidelines, not a curriculum, for teachers as they support their students in learning to use technology. It should not dictate when

students can and cannot experience technology content. However, teachers may find this useful in guiding instructional choices. Skills are noted as introductory and mastery at each grade level and organized into eight specific categories:

- Basic Computer Operations
- Word Processing
- Spreadsheet (Tables, Charts, and Graphs)
- Mathematical Applications
- Presentation and Multimedia Tools
- Acceptable Use, Copyright, Plagiarism, and Online Safety
- Research and Information Gathering
- Communication and Collaboration

Digital Citizenship

Goal 2 *Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives.*

How? This goal can be achieved by delivering Common Sense Media's [Digital Citizenship Curriculum](#) in English classes beginning in grade nine. A total of six digital citizenship lessons will be taught in each school year in the following categories:

- Media Balance & Well-Being
- Privacy & Security
- Digital Footprint & Identity
- Relationship & Communication
- Cyberbullying, Digital Drama & Hate Speech
- News & Media Literacy

— 2022-Ongoing

Edtech Analytics

Goal 1 *Improve data collection surrounding the use of paid edtech subscriptions, apps, and/or platforms to better inform budgeting, spending, and/or training decisions.*

How? Deploy an analytics tool on school-owned devices to capture edtech subscription usage for students, teachers, and/or departments.

During the 2021-2022 school year the Budget & Finance Committee raised questions surrounding edtech usage and subscription budgets. A need for more comprehensive data related to the actual use of paid subscriptions, to help make more informed budgeting decisions, was identified. The Edtech Coordinator along with the tech coaches conducted a thorough research and vetting process of various edtech analytics tools including, [Learn Platform](#), [Clever Analytics](#), [LightSpeed Analytics](#), and [EdTech Impact](#).

After weighing the pros and cons of the options above, the tech team decided to partner with Brightbytes to implement their Edtech Impact tool on school-owned devices. This was successfully deployed in March 2022 with the assistance of our Director of Technology and Database Manager. A detailed [deployment guide](#) and the required [edtech data specifications](#) can be found in (Appendices K & L). This tool will help measure digital application usage and efficacy within specific conditions to determine return on investment. Major benefits of implementing this include:

- Tie the usage of 2500+ edtech apps with student achievement data from any system
- Discover which programs and apps impact student achievement and ROI
- Inform plans to replicate, scale, or adjust resources accordingly

It must be noted that only data on school-owned devices can be captured since this tool cannot be installed on student-owned devices. However, with the approval of the Director of Technology, PCHS has agreed to 'beta' a new analytics tool from Brightbytes that can capture usage data via our web filter, thereby helping us to get a more complete picture of our tech use.

Edtech Library & Web Presence

Goal 2 *Communicate available edtech apps with teachers , parents, and staff, and provide resources around using each tool.*

How? Build an edtech library using Microsoft Lists and add it to our Pali Bookmarks folder. Additionally, build a new Pali EdTech website with more detailed tech descriptions, tutorials, and lesson plan resources for parents, teachers, and staff.

A common question posed by teachers to the EdTech Coordinator and tech coaches is, “How do I find the apps available to me as a teacher?” or “What apps do we have access to?”. To make it easier for teachers and staff to see what apps are available, the Edtech Coordinator began building a [Pali Edtech Library](#) using *Microsoft Lists*, a Microsoft 365 app that helps you track information and organize work. This library is a work in progress, with the goal being to complete it by the end of the 2022-2023 school year.

The Pali EdTech website that was previously at paliedtech.org is currently down and needs to be rebuilt from scratch. The current plan is to do this using Microsoft Sharepoint, a web-based collaborative platform that integrates with Microsoft Office. The website should include resources for students, teachers, parents, and staff on commonly accessed tools such as Schoology, Infinite Campus, Performance Matters, Promethean ActivPanels, and our paid edtech apps.

4 Edtech Professional Development

Research from the International Society of Technology Education (ISTE) reveals that high-quality professional development is job embedded, personalized, and designed to promote skill transfer. Professional learning experiences must respond to a teachers’ interests, needs, and classroom settings. In many cases, these types of learning experiences can extend beyond the traditional school in-service setting to include webinars, live chat support, learning experience courses, and virtual PD. Most importantly, professional development experiences for teachers must be sustained and of high quality for improved learning outcomes to be realized. Effective professional development of teachers needs to be content-based, collaborative, coherent, and sustained for long periods of time.

New Technology Integration

It is the recommendation of the tech team that PCHS should dedicate mandatory pre-service training days to support the school wide rollouts of Performance Matters and Promethean ActivPanels. A portion of PD funds awarded in the 21-22 school year will be allocated to support technology integration of planned software and hardware rollouts in the 22-23 school year. The bell schedule and school calendar should be structured in a way that allows for embedded PD throughout the year, not only at the beginning of each semester. Only prolonged, sustained PD with ongoing support, feedback and collaborative reflection will yield the type of tech integration spelled out in our vision.

Leveraging Survey Data

Brightbytes survey data will be used to gather information on technology training needs and major instructional goals for the year. Being aware of teachers' skills profiles and interests with technology can greatly inform the development of a cohesive, integrated professional development plan that will enhance student learning outcomes. Adequate technology support can alleviate teachers' trepidation about engaging with and integrating technology into their classrooms. Teachers who perceive that the quality of technology support is high are more likely to try new lessons or learning activities with technology.

Employee Onboarding

Every year PCHS acquires new teachers that need to be onboarded. This process starts even before the first day of school and is meant to get new teachers operational as quickly as possible. Using our online Atomic Learning software we can create custom PCHS specific pathways and learning modules for new teachers to learn school policies, procedures and technology tools. PCHS can assign prebuilt Schoology, Office 365, and G Suite learning modules along with custom modules directly to new teachers through their Atomic Learning accounts. These modules include assessments and can administrators can generate reports to see the progress of each teacher as they move through the onboarding modules. It also allows teachers to print certificates of completion after they have completed each module if needed.

Learning Experience Courses

In addition to the onboarding courses above, the PCHS tech coaches along with the Education Technology Coordinator can create online self-paced learning courses for teachers and staff members to develop and expand skills related to our ongoing tech tools/platforms.

Below are some of the proposed courses to be produced:

- Schoology 101(Beginner)
- Schoology Deeper Dive (Intermediate/Advanced)
- Infinite Campus 101
- Power BI
- Google Apps
- Digital Storytelling with Adobe Spark

- Nearpod 101(Beginner)
- Nearpod Deeper Dive (Intermediate/Advanced)

Beyond the above PD sessions and course offerings, our tech team will continue to create video tutorials and/or help documentation for adopted EdTech tools, to aid staff in learning and troubleshooting tasks as needed. All materials can be posted either to Atomic Learning, EdTech Enthusiasts Schoology course, Plaid EdTech YouTube channel, or our new Pali EdTech website. Teachers and staff can also use Zoom or the Microsoft Teams app to chat with our EdTech coordinator for live virtual support throughout the school day.

Certifications, Coaching, and Conferences

Our tech team proposes that a portion of PD funding be allocated to fees for certification courses that teachers can take to earn PD hours such as (not an exhaustive/complete list):

Certification courses:

- [Google Certified Educator Level 1 & 2](#)
- [Grow with Google](#)
- [Microsoft Certified Educator \(MCE\)](#)
- [Adobe Certified Associate \(ACA\)](#)
- [Albert Certification Level 1 & 2](#)

Conferences:

- [Educating for Careers](#)
- [CUE](#)

Coaching:

- [Building Excellent Schools](#)

The three main themes that emerge when looking at what defines effective professional development are, (1) a dedicated focus on content knowledge, (2) opportunities for active learning, and (3) coherence with other learning activities and teacher goals. These three elements will be considered when developing edtech PD opportunities for the PCHS staff.

5 Edtech Pilot Framework

The PCHS Edtech Pilot Framework provides a step-by-step process to help our team run successful educational technology pilots. This framework is being applied for our Promethean ActivPanel integration beginning in the 2022-2023 school year. Steps 1-2 have been completed for this project, and the tech team can resume with Step 3 after the budget has been approved and the purchase order has been completed.

Step 1 Identify Need

Articulate the specific need or challenge our school is trying to address so we can determine if the piloted edtech meets that need. The more specific this problem is, the easier it is to determine whether a product successfully meets that need.

Step 2 Discover & Select

When reviewing potential products, we must consider the IT environment, the scope of the pilot, the users' level of experience using technology, existing research about the product, privacy features, and available funding, so that we can choose a product that matches our need(s). Additionally, our tech team will aim to involve teachers in product selection to see higher levels of engagement and technology implementation.

Step 3 Plan

Create specific goals to ensure a shared vision, identify data that will be used to determine success, and create shared expectations. When planning a pilot, we must clearly articulate what we are trying to achieve and how we will collect evidence to make an informed decision. Pilots produce the most useful results when everyone involved can answer the questions, "What does success look like?"

Step 4 Train & Implement

Ensure teachers are provided training, technology support, and instructional coaching to enable a strong implementation of the new tool. Before the pilot begins, we will allow time to establish student accounts, orient educators to the tool's features, and provide information about troubleshooting and supporting services. To encourage consistent implementation, we will designate a pilot coordinator to conduct weekly or bi-weekly check-ins with educators to gather data and encourage use.

Step 5 Collect Data

Collect quantitative and qualitative data through surveys, interviews and more to determine whether the pilot goals are met. The edtech pilot size dictates the types and amount of data needed for participants. Consider gathering information from educators, leaders, students, and the product itself to best understand user experiences and learning outcomes. We will review academic calendars and testing schedules, so students and teachers are not overburdened by the data collection process.

Step 6 Analyze & Decide

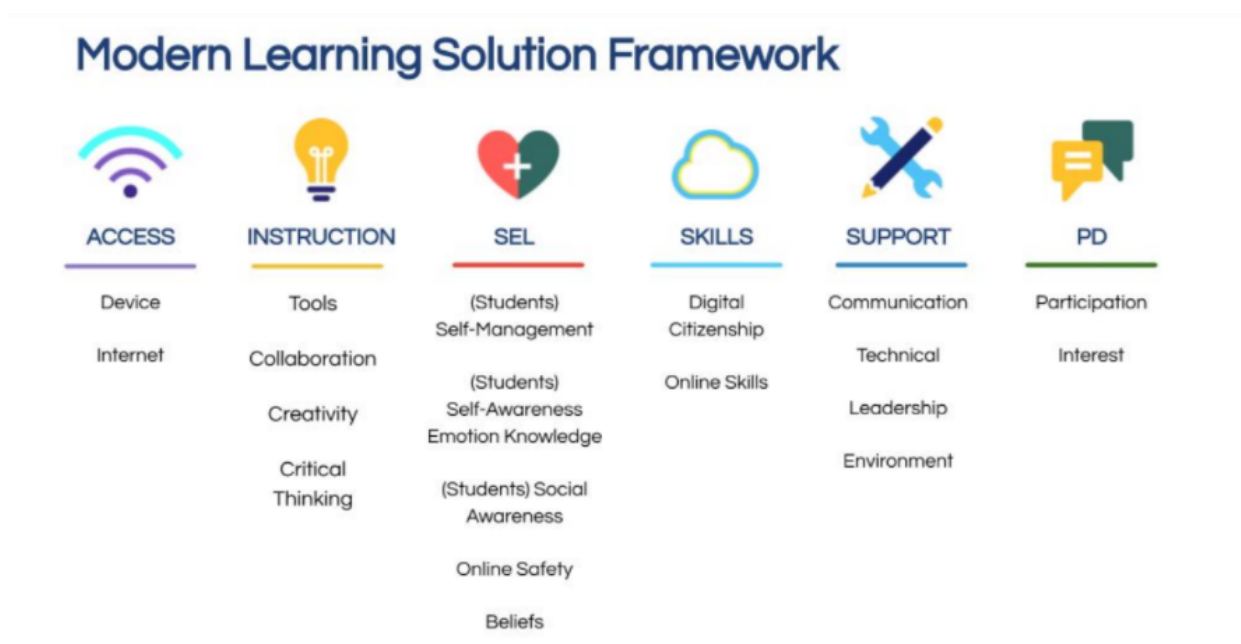
Analyze data to evaluate if the piloted edtech tool met your goals and to determine whether to purchase, continue piloting, or discontinue use of the tool. We will consider the goal, size, and complexity of the pilot when deciding how to analyze data. We can make the strongest claims and clearest decisions by comparing outcomes for pilot participants with those for teachers and students who did not participate.

Step 7 Negotiate & Purchase

Work with edtech provider(s) to understand and negotiate the total cost of implementing the tool. We must remember to consider ongoing costs. When determining whether to continue or scale up product use, we will refer to the pilot data. We can leverage our pilot evidence to negotiate a tailored solution (e.g., partial purchase, second round pilots with additional users, etc.) with edtech providers. With open lines of communication, we can work with providers to reach mutually beneficial solutions.

6 Brightbytes Survey Data

During the 2021-2022 school year PCHS utilized BrightBytes' Modern Learning survey to gain data on our instructional environment, technology, social & emotional learning, and equity and access to better understand the needs of our campus. The Modern Learning Solution uses a research-driven framework that enables district leaders to evaluate their learning programs and resources by providing insights into the following areas: Access, Skills, Support, Professional Development, Instruction, and Social & Emotional Learning.



[TODO Insert 21-22 Survey Slide Deck]

For comparison purposes, the [2020-2021 BrightBytes Modern Learning Survey infographic](#) can be found in (Appendix O).

7 Budgeting & Rotation Plan

ESSR Funding

During the 2021-2022 school year, PCHS received approximately \$3.2 million in Emergency Secondary School Relief (ESSR) funding, \$900K of which was allocated to Technology. After thorough discussions within the LTSP Tech Committee it was decided to use this funding towards 21-22 unfunded infrastructure needs, AV updates, student devices, charging stations, license/subscription renewals, etc. A more detailed breakdown of the proposed funding can be found below:

Description	Amount Needed	Amount Proposed	Rationale of Expense
21-22 Infrastructure Needs	\$ 235,000.00	\$235,000.00	Upgrade campus technology infrastructure; storage, backup, and SAN data servers
Classroom Labs Refresh #1	\$ 253,700.00	\$253,700.00	E101, E203, and G104 labs have been deferred multiple years. These devices must be replaced.
AV Updates & Repairs	\$ 1,000,000.00	\$250,000.00	Update classrooms with modern audio-visual components to support teachers with student learning aids. The modern classroom can include a projector, flat panel, or smart board display device, microphone aided speech with a speaker system, and a casting device to share audio/video to the display device. Sometimes existing hardware can be reused but most existing hardware needs to be replaced. LAUSD regulations also preclude ceiling mounting devices in all original buildings, which increases cost. On average \$8,000 - \$10,000 per room, including additional electrical/networking work needed to support installs.
Faculty & Staff Device Refresh	\$ 268,250.00	\$67,062.50	99 devices are due for refresh. 68 are Faculty, 31 Classified/Administrative, 34 are desktops, 65 are laptops, 32 are Windows, 67 are Apple.

			All devices are being replaced with a laptop, docking station, keyboard + mouse, and a monitor. 10 additional devices will be due next budget year. Special Education assistants are not currently provided devices but are daily borrowers and should be considered for device assignment.
Technology Professional Development	\$ 300,000.00	\$0.00	Funds to be used for training teachers on new and existing technology apps, platforms, and tools; PD to take place in person after-school, virtually, and some optional sessions
Learning Experience Courses	\$ 100,000.00	\$0.00	Create learning experiences courses on our Infobase platform that staff can take during their own time; coursework can be tied to salary point credit in accordance with HR guidelines
Classroom Student Devices	\$ 187,500.00	\$93,750.00	Each classroom will be issued (3) Student Devices to be used in cases where students don't have devices at school, their device is uncharged or malfunctioning. Devices can also be used for state testing (CAASPP, ELPAC, IAB, CAST, etc) and AP test prep curriculum.
Laptop Chargers	\$ 16,000.00	\$0.00	Each classroom will be issued (3) Chromebook chargers and (3) universal laptop chargers to be used in cases where students don't have chargers at school and need to power their devices
Charging Stations	\$ 6,500.00	\$0.00	Each classroom will be issued a multiple-port USB charging station for charging laptops, phones, tablets, etc.
Docking stations	\$ 10,500.00	\$5,250.00	50 docking stations are needed for faculty and staff that could not get one during the LLM device purchases.
Athletics - NFHS pixile cam	\$ 10,000.00	\$0.00	Ability to film and live stream gym games to school community. - LTSP vetted and approved
Smith - Dance	\$ 3,700.00	\$0.00	iPad Pro + apple care (\$1,798.87), LaCie TB Rugged Thunderbolt/USB-C Mobile HDD

			(\$279.99), 2 Wireless around ear headphones w/mic & 2 licenses for the "loopback" computer program - one per dance teacher (\$800)
Smith - Theater	\$ 4,000.00	\$0.00	Lighting instruments (\$2,500), Rugged thunderbolt/USB-C mobile HDD (\$279.99), Sound Equipment (\$1,200)
Staff Monitors	\$ 10,000.00	\$0.00	Purchase additional monitors for staff that were lacking, to properly round out and support the teacher workstation.
Digital Art Classroom Tech Equipment	\$ 26,040.00	\$0.00	Replace & Update Pali Pro (PTV) streaming and filming equipment to include new hardware and software to support Graduations, Other Special Events, VAPA, Athletics, etc.
Powerschool Performance Matters Assessment	\$ 100,000.00	\$0.00	Provides up-to-date assessments and standards-aligned technology enhanced items that can be used to provide insight into student progress and mastery of skills. CASEL-aligned social-emotional learning (SEL) surveys can also be delivered to students – the results for which can be leveraged to get a clearer view of the “Whole Student.” Results are available immediately that provide valuable insight into mastery of skills, which can be viewed by student, question, standard, class, course, demographic group, grade, school, or across the entire school.
EdTech Licenses & Subscription Renewals	\$ 150,000.00	\$0.00	For subscriptions that are not included in General Fund or that are proposed after fund approval/allocation (ie Kami, Flocabulary, Nearpod, Kritik, TrackMySubs for EdTech subscription tracking, Clever for EdTech management & insights, AI-powered learning tools such as Thinkster for Math, SelectQ for SAT Prep), etc)
Student Technology Club Supplies	\$ 100,000.00	\$0.00	TARC Rocketry Kits, application fees, transportation to competitions. Arduino & Parallax robot kits for Girls Who Code,

& Fees			Minecraft: Education Edition licenses for Game Design, Makerspace equipment upgrades and tools, Lego NXT 2.0 and EV3 robots for Coding and Engineering clubs
Expansion of CS Course offerings	\$ 75,000.00	\$0.00	Partner with the TEALS Program ; TEALS (Technology Education and Literacy in Schools) is a Microsoft Philanthropies program that builds sustainable computer science programs in high schools, with a focus on serving students excluded from learning CS because of race, gender, or geography. Possible costs include: costs incurred by volunteers (e.g. background check), curricular resources (if using a partner curriculum provider that charges a cost), remote teaching equipment (as applicable)

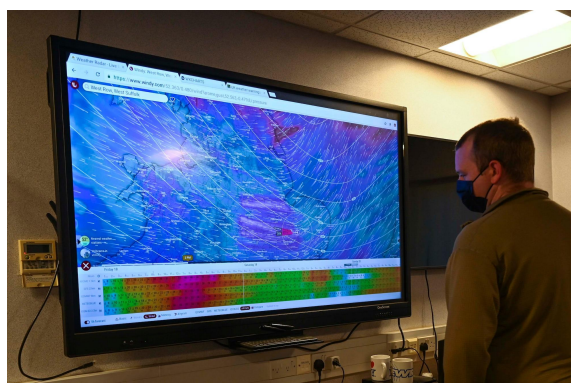
It should be noted that Technology Professional Development & Learning Experience Courses will be funded through the PD allocation of ESSR Funds. Laptop chargers and charging stations will be requested through the Booster Club.

Performance Matters

A [preliminary quote for Performance Matters](#) can be found in (Appendix M)

Promethean ActivPanels

A [preliminary quote for Promethean ActivPanels](#) can be found in (Appendix N)



EdTech Subscriptions

The table below shows a list of ongoing EdTech subscriptions along with the cost of each. This information was pulled from the 2021-2022 school year and can be used to estimate the cost of subscriptions for the following school year.

SUBSCRIPTION	COST
MAKEMUSIC INC - FINALE V26 LICENSE	\$2,360
ACHIEVE 3000	\$8,245
INTERNATIONAL ACADEMY OF SCIENCE - ACELLUS SOFTWARE	\$26,425
IXL LEARNING	\$12,656
NEWSELA	\$750
ACTIVELY LEARN INC	
FLOCABULARY	
N2Y	\$782
QUIZLET	\$385
BOOKLIST	\$170
BRIGHTBYTES INC.	\$5,000
CALENDLY	\$576
CDW GOVERNMENT, INC. - ADOBE CS, BARACUDA	\$38,000
DESIGN SCIENCE INC. - MATHTYPE	\$675
GALE CENGAGE LEARNING	\$14,805
HOME CAMPUS	\$595
HOONUIT, LLC - INFOBASE	\$1,745
IMPERO SOLUTIONS INC	\$4,727
INFINITE CAMPUS	\$46,583
NAVIANCE	\$7,959
PEAR DECK, INC	\$4,760
RESPONDUS - LOCKDOWN BROWSER	\$3,745
POWERSCHOOL GROUP LLC - SCHOOLOGY LMS	\$49,770

TURNITIN, LLC	\$11,762
U S GAMES - FITNESSGRAM	\$348
ZOOM VIDEO COMMUNICATIONS, INC	\$11,300
WEVIDEO INC	\$4,125
SAVVAS LEARNING CO.	\$2,900
EDPUZZLE, INC	\$1,440
LEARN BY DOING INC - ALBERT.IO	\$15,975
EXPLORELEARNING, LLC - GIZMOS	\$9,703
DELTA MATH SOLUTIONS, LLC	\$1,250
KAHOOT! AS	\$5,130
GIMKIT	\$250
ZAMBOMBAZO	\$540
PRO-ED	\$80
KUTA SOFTWARE	\$404
SCIRRA LIMITED - CONSTRUCT 3	\$825
STEM FUSE SD, LLC - GAME:IT	\$2,000
KNOWLEDGE MATTERS	\$5,390
CELTX, INC	\$3,000
SCHOLASTIC READING INVENTORY	\$220
TOTAL	\$307,353

Coversheet

2020-2021 PCHS Annual Performance-Based Oversight Visit Report

Section: IX. Governance
Item: A. 2020-2021 PCHS Annual Performance-Based Oversight Visit Report
Purpose: Discuss
Submitted by:
Related Material:
PALIHS 8798 Annual Performance-Based Oversight Visit Report 2020-2021.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

PALISADES CHARTER HIGH (LOC. CODE 8798)

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Charter School Name:		Palisades Charter High			Location Code:	8798
Current Address:		City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street		Pacific Palisades	90272	310-230-6623	310-454-6076	
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:		
July 1, 2020 to June 30, 2025			4	West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):			17 students above capacity	
3,017	3,000					
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):			0.5% above capacity	
9-12	9-12					
Norm Enrollment Number:		3,097				
Total Number of Staff Members:	222	Certificated:	149	Classified:	73	
Charter School's Leadership Team Members:	Dr. Pam Magee (Executive Director), Juan Pablo Herrera (Chief Business Officer), Don Parcell (Director of Operations), Amy Nguyen (HR Director), Monica Iannessa (AP Curriculum and Instruction), Chris Lee (AP Academic Programs and Counseling), Mary Bush (AP Student Support Services), Amy Okafor (AP Attendance), Russell Howard (AP Athletics and Discipline)					
Charter School's Contact for Special Education:	Mary Bush					
CSD Assigned Administrator:	Christine Kae	CSD Fiscal Services Manager:	Allan Villamor			
Other School/CSD Team Members:	N/A					
REMOTE Oversight Visit Date(s):	April 8, 2021	Fiscal Review Date (if different):			N/A	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes Sole Occupant Agreement	LAUSD Co-Location Campus(es) (if applicable):			N/A	
		Date of Co-Location meeting with Operations Team:			N/A	

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> - G1: Governance Structure and Evaluation of School Leaders – The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s). A review of the documents evidenced the following: 11 voting board members and 1 non-voting student member, Bylaws amended March 10, 2020, monthly board meetings scheduled for 2020-2021, evaluation for the Executive Director, Administrators, and Classified Management, and subcommittees including (1) Budget and Finance, (2) Post-Retirement Lifetime Benefits, (3) Election, (4) Academic Accountability, (5) Long Term Strategic Planning, (6) Charter, and (7) Grade Appeal. - G2: Brown Act – The Governing Board complies with all material provisions of the Brown Act. Board meetings monthly, are conducted openly at the school site (via Zoom beginning March 2020), and provide opportunity for public participation. The board meeting agendas and minutes are posted and maintained at the school site and on the school’s website. Brown Act training was provided July 9, 2020 for new and existing board members. - G3: Due Process – The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public as evidenced through a review of the following documents: Parent-Student Handbook, UCP policy and forms, stakeholder complaint procedures, and employee handbook. - G4: Staffing – The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements as evidenced by the Human Resources Policies and Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021 (ESSA). A review of the ESSA grid and documentation during the oversight visit shows all employees have appropriate credentials, necessary employee clearance, and vendor certification. 	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Notes:
None

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<i>The Governing Board has a system in place to ensure ongoing:</i>					
Rubric					
Sources of Evidence					
<ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 					
Performance	<table border="1"> <tr> <td style="background-color: #d9d9d9; vertical-align: middle; text-align: center;">Rubric</td> <td style="background-color: #d9d9d9;">Sources of Evidence</td> </tr> <tr> <td> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) </td> <td> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) </td> </tr> </table>	Rubric	Sources of Evidence	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
Rubric	Sources of Evidence				
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify) 				



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division</p> <p><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p> <p>When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$8,516,908 at the end of Fiscal Year 2019-2020.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

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

The Governing Board has a system in place to ensure sound fiscal management and accountability:	
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) <p>The rating of 2 is primarily due to the significant deficiencies (relating to State Compliance – nonclassroom-based instruction/independent study) identified in the school’s 2019-2020 independent audit report.</p>
Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):	
N/A	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> - A1: Dashboard ELA – The 2019 schoolwide Dashboard ELA Indicator color is blue with a Distance from Standard of 84.3, which increased 14.0 from 2018. - A2: Dashboard Math – The 2019 schoolwide Dashboard Math Indicator color is green with a Distance from Standard of -10.6, which increased 3.3 from 2018. - A6: Dashboard Suspension Rate – The 2019 schoolwide Dashboard Suspension Rate Indicator color is green with a rate of 1.8%, which declined 1.0% from 2018. - A7: Dashboard Graduation Rate - The 2019 schoolwide Dashboard Graduation Rate Indicator color is blue with a rate of 95.0%, which declined 1.1% from 2018. - A8: Dashboard Subgroup ELA – All of the school's numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) have "Status/DFS" scores above the statewide averages in ELA. - A10: Dashboard Subgroup CCI - All of the school's numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) have "Status/DFS" scores above the statewide averages. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> - A4: Dashboard College/Career Indicator (CCI) – The 2019 schoolwide Dashboard CCI color is yellow with 58.5% students prepared, which declined 7.6% from 2018. In order to improve in the area of college/career, the school will increase outreach to Community College partners to increase concurrent and dual enrollment opportunity for students and encourage teachers to earn CTE certification. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021

- **A9: Dashboard Subgroup Math** – Four of the school’s six numerically significant subgroups (Black or African American, Latino, and Socioeconomically Disadvantaged, and Students with Disabilities) have “Status/DFS” scores below the statewide averages in Math. The Black or African American subgroup has “Status/DFS” score of -99.7 which is lower than the statewide average of -87.9; the Latino subgroup has a “Status/DFS” score of -80.9 which is lower than the statewide average of -62.2; the Socioeconomically Disadvantaged subgroup has a “Status/DFS” score of -68.1 which is lower than the statewide average of -63.7; and the Students with Disabilities subgroup has a “Status/DFS” score of -160.5 which is lower than the statewide average of -119.4. In order to address subgroup performance in Math, the school leadership shared the following: Implementation of collaborative classes in Algebra I, Geometry, and Algebra II by Fall of 2021, increase of two paraprofessional for math support in Spring of 2021, Math Lab, Saturday Success School for remediation, virtual tutoring, CAASPP and IAB staff training in March 2021, and UCLA Curtis Center Teacher expansion from Algebra II to Algebra I and Geometry by Spring 2021.
- **A11: English Learner Reclassification** - The school reclassifies English Learners at a rate lower than the state average. The 2019-2020 reclassification rate is 8.3% compared to the state of 13.8%. Per school leadership, due to COVID-19 and school closures in 2019-2020, EL students did not participate in the Summative ELPAC. The school plans to more closely monitor students who may qualify to participate in the alternative ELPAC, identify Long-term English Learners and their learning targets, increase ELPAC practice exams, and offer all EL students ELPAC boot camp.

Corrective Action Required

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

Notes:

Reclassification Criteria: Palisades Charter High adheres to the LAUSD reclassification criteria.**Graduation Requirement:** Completion of 210 units and meet California proficiency standards.

The school’s At-Risk rate of 0.7% and LTEL rate of 3.6% is lower than the state.

The school provided a list of verified data and internal assessments including California Assessment of Student Performance and Progress (CAASPP), CAASPP Interim Assessment Blocks (IABs) in English and Math, English Language Proficiency Assessments for California (ELPAC), Reading Inventory by Houghton Mifflin Harcourt, and SAT Suite by College Board. **At this time, a school’s submission of verified data will serve for informational purposes only.**

The California Dashboard shows the school’s 2019 ELPAC participation rate of 61% did not meet the 95% threshold and the English Learner subgroups did not meet the participation threshold of 95% in ELA and Math, 93% and 93% respectively. In order to increase ELPAC participation, the school leadership shared improved protocols for testing and reclassification by providing reclassification training for EL and Special Education teachers and coordinators, training for a new testing coordinator who will work closely with the ELL and Special Education departments.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021
A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;">Performance</td> <td> <input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school </td> </tr> </table>	Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school		

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 			
Rubric	Sources of Evidence		
<table border="1"> <tr> <td style="background-color: #ffffcc; text-align: center; vertical-align: middle;">Performance</td> <td> <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school </td> </tr> </table>	Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school		

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 	
Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	--

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	--

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Performance	<input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	--	--

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “LTELs” in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

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

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Perfo rman	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input checked="" type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
--	--

<p>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</p>
<p>For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: The Charter School shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in Math and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term. Due to the lack of 2019-2020 CAASPP (SBAC), there are not updates to the benchmark. CSD will continue to monitor through oversight.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)***The CSD reviewed the Learning Continuity and Attendance Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

The Learning Continuity and Attendance Plan was presented, provided for public hearing, and approved at the September 29, 2020 Board meeting.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> - O1: School Safety and Operations: School Safety Plan and Procedures – The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. The school has evidence of School Safety Plan, regularly scheduled emergency drills (Shelter in Place, Earthquake, Fire, and Active Intruder), compliance with AB 1432, bloodborne pathogens training, a visitor policy, and Pupil Suicide Prevention Policy (Board adopted 5/16/2017). - O2: Health and Safety – The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for the following: Sole Occupant Agreement, three Epi-pens, six staff trained in use of Epi-pen, provision of one nutritionally adequate free or reduced priced meal each day to needy students, eight Automated External Defibrillators (AED), and 2020-2021 student ID cards in accordance with SB 972. The school provided evidence of applying for the 2020-2021 health screenings waiver. - O4: Meeting the Needs of All Students – The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. Review of the documents and discussion with school leadership shows the following: Tiered academic intervention including Academic-COST Team, PLC and SLC targeted intervention by teachers, bilingual support, Virtual Library tutoring, Math lab, study skills, credit recovery courses, Saturday school, and summer school. - O5: Implementation of Key Features of Educational Program – The school has fully implemented the key features of the educational program described in the charter. The school's educational model is guided by the principles of the College Board, Common Core State standards, ISTE, NGSS, and National Core Standards of the Arts. Key features include academic support for all students (including 9th grade summer bridge program, 9th grade Pods, enhanced options for students with disabilities, expansion and restructuring of the English Language Development program), alternative academic programs (including Pali Online Progrma, Virtual Academy, and Pali Academy), targeted socioemotional support, and expansion of health and wellness staff. The school leadership identified focus areas of student engagement through discussion and targeted groups, and preparation for assessments were evidenced through the classroom observations and discussion with school leadership. - O6: Special Education – The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements. The Welligent Reports on April 8, 2021 show the school has 21 overdue assessments (approximately 7%) and 49 services in Tiers 4-6. The school leadership shared challenges of service delivery and scheduling assessments during the distance learning and the schools plan to improve compliance by implementing the following: Administrative support to identify and convene IEP teams where needed, additional RSP staff support to conduct assessments and convene IEP team meetings, connect with parents and resolve concerns and technology challenges, close monitoring of service minutes and tracking errors, and plan to make up minutes owed as applicable, ongoing training through weekly professional development for Special Education teachers and paraprofessionals and training through LAUSD's Charter Operated Program. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021

- **O7: School Climate and Student Discipline** – The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. In 2019-2020, the school had a 1.45% in-and-out of school suspension event rate which reflects a 0.74% decrease from 2018-2019. Review of the evidence provided shows the school has alternatives to suspension including Restorative Justice practices; peer mediation; support for students, parents, and staff; and a data management system to track student behavior and interventions.
- **O9: Stakeholder Communication and Involvement** – The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced by the use of the school’s website, Schoology, and Infinite Campus where the charter and other school information is shared, opportunity to participate in regular committees (including the Long Term Strategic Planning, Budget and Finance), Parent Teacher Student Association, Booster Club, Parent information and orientation meetings, schoolwide events promoting unity and diversity, and the Culture and Climate survey.
- **O10: Transparency for Stakeholders** – The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. The following information was provided and available on the school’s website: LAUSD Charter School Transparency Resolution, Title IX, UCP procedures, complaint forms, Suicide Prevention Policy, LCAP, financial documents, and access to school-based mental health services.
- **O12: Clearances and Credentialing Compliance** – The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law including clearance, credentialing, and assignment requirements. A review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021* and supporting documents evidence all certificated employees are fully credentialed and appropriately assigned and the school obtained all necessary employee and vendor clearances, including criminal background and tuberculosis risk assessments/clearances, prior to employment or provision of services. The school provided evidence of four Custodian of Records.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021**Notes:**

The Los Angeles Unified School District's Board of Education approved the charter for Palisades Charter High on October 15, 2019 with an operational capacity of 3,000 students for a five-year term beginning July 1, 2020 through June 30, 2025. Based on this year's norm enrollment, the school's enrollment number was 3,097 students and at the oversight visit on April 8, 2021, the enrollment number was 3,017 students, which shows the school's enrollment is above the capacity. In response to the finding of over enrollment, Palisades Charter High submitted a plan to the Charter Schools Division on April 26, 2021 to address the over enrollment and ensure student enrollment will remain at or under the enrollment capacity for 2021-2022 and subsequent years per the charter. In the plan submitted, the charter school stated that it will utilize the Enrollment Monitoring Report and monthly Classification Report, analyze existing enrollment trends, monthly touchpoints with the Executive Director/Principal and monthly office staff meetings to discuss enrollment and withdrawal numbers. The CSD will continue to monitor Palisades Charter High's enrollment through oversight.

****NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021 (“ESSA Grid”)</i> (B3A.1) <input type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2*****The school has a system in place to ensure that:***

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input checked="" type="checkbox"/> Evidence of health screening (B3.2b) <input checked="" type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Evidence of SB 972 (B3.2f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

The school has:

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

The school:

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5***The school has implemented the key features components of the educational program described in the school's charter*

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter (B3.3k) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Virtual classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*****The school:***

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

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> the school's educational program yields high student achievement the school complies with all applicable legal requirements 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 		
	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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

For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: Evidence of its efforts and outcomes to increase student diversity for its numerically significant subgroup populations, based on official student demographic information. Benchmark is partially met. The school has the following numerically significant subgroups: Asian, African American, Latino, SED, SWD and White. The majority of the subgroups demonstrated decrease in percentage of enrollment from 2018-2019 to 2019-2020, with the exception of the Latino subgroup which went from 19.4% to 19.6%. The school has submitted a plan and has taken the following steps to increase diversity: (1) Revised preference order, (2) review diversity data from feeder Middle School, Paul Revere, (3) ongoing monitoring of PCHS diversity, and (4) recruitment from diverse middle schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/8/2021**

8798	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		8,906,165	9,406,165	6,834,021	7,184,508		0	7,331,522	6,260,265	6,774,610		7,995,349	8,097,029	10,277,646	10,907,886
Current Assets		9,546,978	10,006,165	9,103,939	8,493,858		0	8,572,866	8,760,182	8,261,941		10,524,306	10,625,986	16,263,631	16,214,121
Fixed and Other Assets		9,567,927	8,162,927	8,671,147	8,671,146		0	8,222,035	8,202,173	8,201,647		7,731,542	7,731,542	7,785,828	7,785,829
Total Assets		19,114,905	18,169,092	17,775,086	17,165,004		0	16,794,901	16,962,355	16,463,588		18,255,848	18,357,528	24,049,459	23,999,950
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		3,612,407	3,259,409	3,669,332	3,416,031		0	3,093,572	3,302,151	3,434,353		3,461,667	3,429,774	5,186,424	5,031,079
Other Long Term Liabilities		505,776	75,607	17,871,486	80,848		0	80,849	19,187,939	6,882		19,251,739	1,318,867	24,304,581	4,690,859
Unfunded OPEB Liabilities/Deferred Inflow		4,900,015	17,727,504	0	18,463,950		0	18,200,050	0	19,772,327		0	19,170,911	0	21,209,024
Total Liabilities		9,018,198	21,062,520	21,540,818	21,960,829		0	21,374,471	22,490,090	23,213,562		22,713,406	23,919,552	29,491,005	30,930,962
Net Assets		10,096,707	(2,893,427)	(3,765,732)	(4,795,825)		(3,340,940)	(4,579,570)	(5,527,735)	(6,749,974)		(4,457,558)	(5,562,024)	(5,441,546)	(6,931,012)
Total Revenues	31,991,576	33,412,496	33,718,777	33,861,853	35,556,376	35,081,037	34,902,053	34,944,744	34,822,242	37,634,114	35,629,624	35,700,586	35,783,323	35,380,591	37,432,826
Total Expenditures	31,991,576	33,261,480	33,774,408	34,765,994	37,514,404	35,077,142	34,477,261	34,745,182	35,570,845	39,588,263	34,425,874	34,630,409	34,583,730	34,060,520	37,613,864
Net Income / (Loss)	(0)	151,015	(55,630)	(904,141)	(1,958,028)	3,895	424,792	199,562	(748,603)	(1,954,149)	1,203,750	1,070,177	1,199,593	1,320,071	(181,038)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(0)	151,015	(55,630)	(904,141)	(1,958,028)	3,895	424,792	199,562	(748,603)	(1,954,149)	1,203,750	1,070,177	1,199,593	1,320,071	(181,038)
Net Assets, Beginning	10,566,387	9,945,692	9,945,692	(2,861,591)	(2,837,797)	9,945,692	(3,765,732)	(3,765,732)	(3,765,732)	(4,795,825)	(4,579,570)	(5,527,735)	(5,527,735)	(5,527,735)	(6,749,974)
Adj. for restatement / Prior Yr Adj	0	0	(12,783,489)	0	0	0	0	(1,013,400)	(1,013,400)	0	0	0	(1,233,882)	(1,233,882)	0
Net Assets, Beginning, Adjusted	10,566,387	9,945,692	(2,837,797)	(2,861,591)	(2,837,797)	9,945,692	(3,765,732)	(4,779,132)	(4,779,132)	(4,795,825)	(4,579,570)	(5,527,735)	(6,761,617)	(6,761,617)	(6,749,974)
Net Assets, End	10,566,387	10,096,707	(2,893,427)	(3,765,732)	(4,795,825)	9,949,587	(3,340,940)	(4,579,570)	(5,527,735)	(6,749,974)	(3,375,820)	(4,457,558)	(5,562,024)	(5,441,546)	(6,931,012)

8798	Audited Financials					2020-2021				
	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	10,445,172	7,184,508	6,774,610	10,907,886	0		7,818,645	7,969,248	0	0
Current Assets	11,370,352	8,493,858	8,261,941	16,214,121	0		16,355,834	16,594,985	0	0
Fixed and Other Assets	7,134,639	8,671,146	8,201,647	7,785,829	0		7,761,210	7,761,207	0	0
Total Assets	18,504,991	17,165,004	16,463,588	23,999,950	0		24,117,044	24,356,192	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	4,310,417	3,416,031	3,434,353	5,031,079	0		5,113,738	3,831,950	0	0
Other Long Term Liabilities	0	80,848	6,882	4,690,859	0		24,304,581	25,815,024	0	0
Unfunded OPEB Liabilities/Deferred Inflow	17,032,371	18,463,950	19,772,327	21,209,024	0		0	0	0	0
Total Liabilities	21,342,788	21,960,829	23,213,562	30,930,962	0		29,418,319	29,646,974	0	0
Net Assets	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0		(5,301,275)	(5,290,782)	0	0
Total Revenues	34,197,784	35,556,376	37,634,114	37,432,826	0	33,662,743	36,385,962	36,143,158	0	0
Total Expenditures	34,916,776	37,514,404	39,588,263	37,613,864	0	33,888,246	36,252,203	35,998,906	0	0
Net Income / (Loss)	(718,992)	(1,958,028)	(1,954,149)	(181,038)	0	(225,503)	133,759	144,252	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(718,992)	(1,958,028)	(1,954,149)	(181,038)	0	(225,503)	133,759	144,252	0	0
Net Assets, Beginning	(2,118,805)	(2,837,797)	(4,795,825)	(6,749,974)	0	(5,562,024)	(5,441,546)	(5,441,546)	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	6,512	6,512	0	0
Net Assets, Beginning, Adjusted	(2,118,805)	(2,837,797)	(4,795,825)	(6,749,974)	0	(5,562,024)	(5,435,034)	(5,435,034)	0	0
Net Assets, End	(2,837,797)	(4,795,825)	(6,749,974)	(6,931,012)	0	(5,787,527)	(5,301,275)	(5,290,782)	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.

2

According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Palisades Charter High's independent audit report for the fiscal year ended 2019-2020 reported significant deficiencies pertaining to state compliance relating to the school's nonclassroom-based instruction/independent study. Please see further details in the Areas Noted for Further Growth and/or Improvement section below.

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

Palisades Charter High's has had positive operational net assets for the past four years (i.e., Fiscal Years 2016-2017 through 2019-2020). According to the 2019-2020 independent audit report, the school had negative net assets of **(\$6,931,012)** and a net loss of **(\$181,038)** when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$8,516,908 and net income of \$1,329,750. The 2020-2021 Second Interim projects negative net assets of **(\$8,055,488)** and a net loss of **(\$1,124,476)**, including the accrued OPEB obligation and related expenses. When excluding the OPEB liability and related expenses, the school projects positive operational assets of \$8,661,160 and net income of \$144,252.

Areas of Demonstrated Strength and/or Progress:

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

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)
Net Assets (Excluding OPEB Obligations) ¹	10,975,320	\$10,220,431	\$9,424,466	\$8,516,908	\$8,661,160
Net Income/Loss (Excluding OPEB Accrued Expenses) ¹	\$516,722	(\$754,889)²	(\$795,965)³	\$1,329,750	\$144,252



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

¹ According to the 2019-2020 independent audit report, as of June 30, 2020, the accumulated post-retirement benefit obligation (APBO) is estimated at \$21,209,024. Per Financial Accounting Standards Board Accounting Standards Codification 715 (FASB ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning in Fiscal Year 2014-2015). Per the school's independent audit reports, the school's accrued OPEB expenses were \$1,237,002, \$1,162,652, \$1,234,631, and \$1,436,697 for Fiscal Years 2016-2017 through 2019-2020, respectively. See Item 1 in the Other Observations section for further details regarding the school's OPEB Obligation.

² The net loss reported in Fiscal Year 2017-2018 was primarily attributed to an increase in operational expenses.

³ The net loss reported in Fiscal Year 2018-2019 was primarily attributed to an increase in Special Education expenses.

Areas Noted for Further Growth and/or Improvement:

1. 2019-2020 Audited Financial Statement Finding:

Per Palisades Charter High's 2019-2020 independent audit report, a finding noted deficiencies with pupil master agreements pertaining to the school's independent study program.

“FINDING 2020-001: NONCLASSROOM-BASED INSTRUCTION/INDEPENDENT STUDY (10000)

Criteria: For attendance generated through independent study, all independent study written agreements must contain the signature of the pupil, pupil's parent/guardian, and certificated employee affixed prior to the commencement of the independent study (Education Code Section 51747(c)(8)).

Condition: Through our testing of a representative sample of five (5) Nonclassroom-based independent study contracts, we noted five deficiency in which the pupil did not have a complete master agreement on file for either the Fall or Spring of the 2019-20 school year. Four of the master agreements provided for review did not contain the supervising certificated employee. One of the master agreements provided for review did not contain the signature of the pupil and the supervising certificated employee. In addition, all agreements were signed after the beginning agreement date.

Effect: Loss of apportionment funding for days of attendance related to the incomplete independent study master agreement.

Cause: Procedures were not fully followed to obtain all required elements of the independent study agreement. This results in a loss of apportionment funding for days of attendance related to deficient independent study contracts and required supplemental documentation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Repeat Finding: This is not a repeat finding.

Questioned Costs: A total of 255 attendance days from the 2019-20 school year are overstated resulting in calculated questioned costs of \$19,257. Questioned costs are calculated as follows:

Grade Span	Grades 9-12
Excess ADA	2.04
Adjusted Base Grant per ADA	\$ 9,572
Questioned Costs	\$ 19,527

Recommendations: We recommend that the Charter implement adequate procedures related to the Nonclassroom-based independent study program to ensure that independent study master agreements are being filled out with all the necessary information required and signed by all necessary individuals prior to the beginning of the contract period.

Corrective Action Plan: Palisades Charter High School has modified its enrollment and approval process for incoming scholars. Additional checkpoints have been created for the Independent Study Coordinator and Information Services Manager. Internal auditing will occur on a weekly basis by the Director of Attendance & Admissions.”

In addition, Palisades Charter High provided the CSD with these specific steps to address the audit finding:

- A. “A comprehensive review of each and every PCHS Independent Study contract from the 2020-2021 school year. This will continue moving forward in the upcoming school years.
- B. A thorough evaluation that ensures each and every contract from the 2020-2021 school year, and future school years, are completely filled out and are dated and signed correctly. We are 100% in compliance.
- C. An internal control process that efficiently checks each contract and attendance by holding bi-monthly meetings to review incoming students, contracts, and daily attendance records. Meetings will include the independent study coordinator, Director of Admissions/Attendance and the Information Services Manager.
- D. A scheduled review meeting that will evaluate the thoroughness of the contract for each semester during every school year both at the beginning, mid, and end of the Fall and Spring semester.
- E. Monthly check-points with the Executive Director to ensure compliance with Non-Classroom programs/contracts. The meetings will occur the 2nd week of each month and will cover the prior month’s data.”

The CSD will continue to monitor this issue through oversight, including reviewing Palisades Charter High’s 2020-2021 audit report for implementation status.

2. **Procurement (Lack of Preapprovals):**

Based on the CSD’s review of the school’s check register for the period spanning from March 1, 2020 through February 28, 2021, a sample of 20 transactions were selected for further review. The CSD noted that two of the selected items lacked documented approvals prior to services rendered. The two items in question are summarized below.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Item #	Check #	Check Issuance Date	Payee	Check Amount	Transaction Description
1	20154001	1/05/2021	Appleone Employment Services	\$3,760.80	Staffing Services
2	20158986	1/22/2021	Walter Stuart Hansen	\$5,000.00	Contractor Services

Page 15 of Palisades Charter High's Fiscal Policies and Procedures states:

- “All goods or services to be purchased on behalf of Palisades Charter High School require a purchase order request form (PO Request Form)
- PO request forms should be obtained directly from the finance office or Department/Program chair prior to purchasing the product/service.
- Completed PO request form, with any supporting information must be approved by Department/Program Chair prior to order being placed”

In response to CSD's observations above, Palisades Charter High advised the CSD that the school “has taken measures for improvement by making sure all service contracts have pre-approval from administration and the finance office has a copy so they can encumber the cost into the system and prepare for payment.”

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures for obtaining and documenting approvals prior to the purchasing of goods and services.

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021**1. Unfunded Other Postemployment Benefits:**

Per the school's 2019-2020 independent audit report, Palisades Charter High established and maintains a special reserve fund for postemployment benefits with Los Angeles County Office of Education (LACOE), and, as of June 30, 2020, the value of its OPEB funds on deposit with LACOE totaled approximately \$5.3M, which exceeds the estimated expected retiree payments (mainly the actual pay-as-you-go costs) over the next 10 years (i.e., FY 2021-2022 through FY 2031-2032 timeframe) of approximately \$4.9M (as per the June 30, 2020 actuarial valuation report for the retiree health program). However, as of the date of this report, the school has yet to establish a trust to hold and invest its OPEB assets. Based on the ASC 715 accounting rules, the OPEB funds on deposit are not being recognized or offset to reduce the OPEB liability on the school's balance sheet.

The school has advised the CSD that, in February 2021, Palisades Charter High's governing board approved the formation of an ad-hoc investment committee. The objective of the committee is to explore investment opportunities to address the school's OPEB liability. The school has drafted an Investment Policy Statement (IPS) and has solicited proposals from various investment advisors/firms. Once the school's investment committee recommends an investment advisor to the school's governing board, the school will move forward in formally establishing a trust and adopting a funding schedule.

The CSD recommends that the school's governing board direct the school leadership or its investment committee to: (1) Establish formal investment policies or limits (such as restrictions specifying how the school can use these funds); (2) Research, identify, and secure the service of a reputable and experienced third-party administrator to manage the investment of the APBO funds to legally protect the school employees' postemployment benefits, with the goal of increasing returns within legal requirements; (3) Request the school's actuary to complete an annual re-measurement of the pension plan liabilities [pursuant to ASC 715], which shall consider changes in assumptions, plan provisions, and census data, to the extent that failing to account for such changes would materially impact the results; and (4) Request the school's actuary to perform an actuarial funding analysis, as needed, and make appropriate annual contributions to fund the school's unfunded OPEB obligations.

The CSD will continue to monitor the school's progress in establishing a trust for its OPEB obligations.

The Charter Schools Division will review the school's action plans by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/8/2021

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: Yes, a finding noted deficiencies with pupil master agreements for the school's independent study program. Please see Areas Noted for Further Growth and/or Improvement above.
 - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Palisades Charter High offering STRS, PERS, and Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$10,907,886 and total expenditures equal \$37,613,864. Therefore, the school's cash reserve level is 29.00%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Reviewed the following 20 checks. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (Cathay Bank Checking Account Ending in X6940 – Operating Account): 20116875, 20126218, 20127097, 20130293, 20140345, 20150813, 20154001, 20157631, 20158986, 20160068, 20160072, 20160415, 20161193, 20163087, 20164307, 20164308, and 20167361; (Cathay Bank Checking Account Ending in X6842 – Associated Student Body Account): 14442, 14451, and 14453
 - b. Reviewed 3 credit/(debit) transactions: (Cathay Bank Checking Account Ending in X6842) The transaction description is: 11/2/2020 – (\$5,782.46) (Debit); (Cathay Bank Checking Account Ending in X6893) The transaction description is: 11/4/2020 – (\$589.62) (Debit); (Cathay Bank Checking Account Ending in X6923) The transaction description is: 11/17/2020 – \$1,928.23 (Credit)
14. Reviewed credit card statements from July 2020 through December 2020. Selected the months of October 2020 and December 2020 for sample testing. No discrepancies were noted.
 - a. US Bank Credit Card Ending in X3039 (Executive Director/ School Principal)
 - b. US Bank Credit Card Ending in X4243 (Chief Business Officer, account opened in December 2020)
 - c. US Bank Credit Card Ending in X4868 (Chief Business Officer, account closed in November 2020)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

15. Reviewed bank statements and bank reconciliations from July 2020 through December 2020. Selected the months of November 2020 and December 2020 for sample testing. No discrepancies were noted.
 - a. Cathay Bank Checking Account Ending in X6940 (Operating Account)
 - b. Cathay Bank Checking Account Ending in X0440 (Transportation Account)
 - c. Cathay Bank Checking Account Ending in X6850 (Cafeteria Account)
 - d. Cathay Bank Checking Account Ending in X6842 (Associated Student Body Account)
 - e. Cathay Bank Checking Account Ending in X6869 (Drama Account)
 - f. Cathay Bank Checking Account Ending in X6877 (Permit Account)
 - g. Cathay Bank Checking Account Ending in X6885 (Fundraising Account)
 - h. Cathay Bank Checking Account Ending in X6893 (Education Fund Account)
 - i. Cathay Bank Checking Account Ending in X6923 (Pool Account)
 - j. Cathay Bank Checking Account Ending in X6931 (Payroll Account)
 - k. Cathay Bank Checking Account Ending in X6958 (Scholarship Account)
16. A Segregation of Duties (SOD) review was conducted remotely at Palisades Charter High via videoconference. No discrepancies were noted.
17. Reviewed student body financial records from April 2020 to March 2021. No discrepancies were noted.
18. Equipment inventory was provided.
19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
25. Pursuant to AB 1871, a signed written statement that indicates that Palisades Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
26. Palisades Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
27. The 2019-2020 audited and unaudited actuals do not mirror each other. The variance of (\$1.5M) in net income and net assets is primarily attributed to accrued expenditures related to its long-term OPEB obligations.

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

Fiscal Operations Rubrics

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ul style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; 8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 5. Current audit shows no material weaknesses, deficiencies and/or findings; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. There is no apparent conflict of interest; and 8. Governing board approves any amendment(s) to the charter school’s budget. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/8/2021

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/8/2021**

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>