



Palisades Charter High School

Special Board Meeting

Date and Time

Tuesday October 26, 2021 at 5:00 PM PDT

Location

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

Dial in Number (listen only):

1-669-900-9128

Passcode: 828 9760 2988

One-touch mobile dial: +16699009128,,82897602988#

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
- 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 Chair. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).

- D. Announce items for closed session, if any.

II. 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)

III. Open Session

A. Return to Open Session

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

IV. Approve Minutes from Previous Board Meetings

A. Approve Minutes

Approve minutes for Board Meeting on October 12, 2021

V. Academic Excellence

A. PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

- **PCHS Proposed Resolution 1 Regarding Student COVID-19 vaccinations for eligible students who attend in person instructional programs, who are 12 years of age or older:**

Recommends approval that PCHS mandate COVID-19 vaccinations as required by the LAUSD vaccination mandate

- **PCHS Proposed Resolution 2 Regarding Student COVID-19 vaccinations for eligible students who attend in person instructional programs, who are 12 years of age or older:**

Recommends approval that PCHS mandate COVID-19 vaccinations as required by California Department of Health regulations and California state law

- **PCHS Proposed Resolution 3 Regarding Student COVID-19 vaccinations for eligible students who attend in person instructional programs, who are 12 years of age or older:**

Recommends approval that PCHS mandate COVID-19 vaccinations on a timeline set by the BOT

- **PCHS Proposed Resolution 4 Regarding Student COVID-19 vaccinations for eligible students who attend in person instructional programs, who are 12 years of age or older:**

Recommends approval that PCHS take no action regarding a vaccine mandate.

VI. Finance

A. ESSER II & ESSER III Allocations

“Motion to approve the ESSER II and ESSER III Expenditure Plan”

VII. Governance

Governance

A. LAUSD Notice of Concern - LCAP Matrix

“Motion to Approve the Revised 2021-2024 Local Control & Accountability Plan (LCAP)”

VIII. New Business / Announcements

A. Announcements / New Business

- Date of the next Board Meeting: Tuesday, November 16, 2021 at 5:00pm

IX. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: IV. Approve Minutes from Previous Board Meetings
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on October 12, 2021

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday October 12, 2021 at 5:00 PM

Location

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

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Trustees Present

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

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Amy Nguyen, Christopher Clausen, Jeff Roepel

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 Oct 12, 2021 at 5:12 PM.

B. Record Attendance and Guests

C. Public Comment

Scott S - For the first time a vaccines ineffectiveness is being blamed for the unvaccinated. Even if every student is vaccinated, you are not making the school safer. He is not anti-vax but is anti-mandate. Asked what happens if a mandate is imposed on you in the future that you don't agree with it. Asked to stop demonizing each other and asked everyone to stand together. Give everyone their choice. Noted that getting the vaccination doesn't make everything go back to normal.

Derick Ruiz - He is here to ask us questions. Has PCHS received any funding for masking mandates and for vaccinations? Has PCHS Board members received any threats or bribes to require vaccinations? Noted that LAFD/LAPD have filed law suits regarding vaccination mandates. LA County Sheriff is not requiring his dept to receive the vaccinations. But noted that the Board wanted to force it on the students. He cited the Southwest layoffs due to lack of vaccinated employees. Also discussed the potential vaccination side effects.

Gita Lalezari - She noted that school has been open for almost 2 months and cited the 1 current active case of COVID. She asked why the school is considering vaccination

mandates for 1 current active case. She also noted that it typically takes 10 years to develop a vaccination and this took less than a 1 year noting that we don't know what side effects will really happen. She noted that her husband started coughing every since he got this vaccine, and can not make it go away. Her friend has had a rash all over his body for the past nine months right after the vaccine injection. Her friend who is also an ER doctor now has massive Asthma after the 1st shot and refuses to get the 2nd. She is a doctor. Her friend's son died of a heart attack at a age of 14 after receiving the first shot.

Gloria Setareh - Noted that vaccine manufacturers don't have any liability and noted that the school will be liable if anything happens to the students. Read notice of liability. She noted that lawsuits have been filed and that her group is willing to file a lawsuit against the PCHS Board and individually. She cited the Nuremberg Code citing required consent for investigational trials. Cited # of deaths related to COVID Vaccines.

Gi Terhani - Noted that masks are not the law. Noted that the vaccine is still under Emergency Use Authorization saying that it is unlawful for the Board of Trustees to mandate student vaccinations. Cited state law 24172. Also discussed Nuremberg trials and noted that a vaccine mandate violates all 10 items listed under the code. She noted that students are at almost zero risk of transmitting the virus.

Marjan Rajabi - She noted that she has 2 daughters who attended/attend Pali. She said that her aunt and uncle received the vaccination and now both are dead. She expressed real concerns about the safety of the vaccination and feels that it is everyone's right to make the decision to vaccinate or not. She is against vaccination mandates and she noted that there is a coalition of parents ready to take legal action against any vaccination mandate. She cited religious and medical exemptions.

Sharada - She noted that they were all scared in March 2020 including for her son's health because of his asthma. Her husband got COVID, and then she and her son contracted the disease. She reported that her son was asymptomatic and she was amazed. She cited that low level of symptomology among children. She noted that her children have the right to a public education and they are ready to fight if that right is withheld.

Natuilya Senas - She noted that she came to America for freedom. Discussed growing up in poverty and coming to America. She loves America but wants to have a freedom of choice for herself and her children. She noted that everyone has a right to choose vaccinations but doesn't want to be forced. Asked where the freedom in America was now.

Jeffrey Levine - He noted that this is not to be contentious. He discussed his daughter's severe allergies and asked everyone to just listen and not mandate anything that can potentially hurt children. He noted that he is vaccinated but is standing up for those who

have concerns about the vaccination. Wants everyone to look at the data and stay informed. He wants everyone to respect one and other.

Sabine Cutrono - She noted that we all have opinions and perspectives. She respects everyone's personal choice and noted that she is asking for the ability to make her choice regarding vaccinations. She noted that she is against the mandate. She wants her kids to get a great education and to learn how to think critically and come to their own conclusions. Asked the Board to give them the opportunity to make the vaccination decision for themselves.

Kyle Finch - His son is a Jr at PCHS doing well in school and is loving his experience at PCHS. He would hate to see this come crashing down based on a vaccine mandate. His son has had COVID and feels that he is protected with his natural immunity. He also cited the risk of myocarditis and asked the school to follow the science and is against vaccine mandates. He noted that the science has evolved over the past year and implored the Board to continue to look at current information.

Joel Pelsue- Has students at PCHS (past and present). He appreciates that PCHS is in a difficult situation and asked us to model for our students by thinking for ourselves and not to be influenced by LAUSD. Noted that the vaccination has a worst outcome with younger children vs. contracting COVID. Wouldn't want to see the school to have to deal with legal actions because of a vaccine mandate.

Fati Adeli - She has 2 students at PCHS. She noted that there have been more than 1 case of COVID on campus. As a parent she noted that we don't know who is immunocompromised. Noted that she has breast cancer and worries every time her students come home. She respects your body your choice but you should also respect the health of others. She noted that Gov. Newsom has enacted a mandate and people should not blame the Board.

Andrea Giannone - He is a teacher at PCHS. He noted that if he had children he would send them to Pali. He noted that he has a very rare disease and which will require a craniotomy. His doctor told him that he should not get the COVID-19 vaccination. He is eligible for the vaccine medical exemption. He read the disability exemption and asked the Board to consider that medical exception.

Danielle Samulon - She thanked the Board for its time and commitment. She is a parent of a 9th grader. She noted that the Board should vote for a vaccine mandate. She reported that many of us have parents/relatives who are at risk and have been vaccinated. She cited our individual responsibility to be responsible for those around us.

She also noted that there are many parents who are not here tonight who are in support of the vaccine mandates.

Wendy Garff - We can all agree that we should continue with testing and all disappointed that the vaccination isn't as effective. Should continue with testing but not mandate vaccination. She believes that the vaccine is too new to know long term side effects. Everyone should have a choice. Asked us not to use our students as shields against older individuals who are at higher risk.

Allen Zorkian - If we vote to approve a vaccine it is a crime against humanity and is a violation of the Nuremberg Code. There is science that the vaccine is toxic and it is our responsibility to look at that. The Board should not vote to force anyone to do anything they don't want to do. It is violation of their freedom and he will do everything he can to oppose this and thinks it is abhorrent that it is being considered.

Molly Cohen - Jr at PCHS she provided a student perspective. She thinks that it is hypocritical to tell others not to get vaccinated. Those parents are not speaking for the 700,000 people not here because they have died from COVID. But as a student she is relying on educators to help her shape here decisions and cited COVID statistics from the CDC. She also cited the vaccine mandate from 1809. She also noted the 1000 cases of myocarditis in the millions of doses given and stated that the Nazi comment was completely disrespectful.

Lara - She discussed the US Constitution and stated that no law or mandate that is in violation of the US constitution is unlawful. Marbury vs. Madison case law was cited for her justification for stating that these mandates are unlawful.

Roxanne Tanmore - Thanked the Board for taking comments. On behalf of her family, they are in support of the vaccine mandate in consideration of the large numbers who can be potentially effected.

Ava Sigma - Jr. at Pali. She noted that the mandate isn't a personal choice it effects all of those at the school.. She has seen friends who have really suffered from COVID and she would like to see her elderly family at risk. She discussed people with higher risk are also at higher risk of bad outcomes from COVID.

Nonso Kojo-Onwaeze - He spoke in favor of the vaccine and says that the vaccine has allowed students to come together again normally for returning to normal social interactions.

Public Comment from Google Doc:

Keri Kraft - The best way to protect our children is to follow the LAUSD vaccine mandate. I hope the board does what is best for our community

Nika Fouquet - My son is thriving with in-person schooling and I do not think it's fair that a vocal but small minority gets to decide the best course of action that goes against science

and facts. Once again, personal freedom stops when it impacts other's safety. I fully support a mandated vaccine requirement. This is not a new concept. My son did not have his TDAP vaccine and he had to leave school until it was completed. I didn't see any parents outside protesting about that. A required Covid vaccine mandate is no different and we shouldn't have to kowtow this.

Danielle Fern - I am a parent of a 9th grader. Please follow science and move to require Covid vaccination for all students, along with faculty and staff. This is a matter of sound administration--please don't risk having our school community experience another wrecked year—all of our kids have suffered enough. Our kids deserve an environment where they can learn, without fear of their classmates. This ought to be non-controversial.

Kim Bonham - In England, the government's vaccine advisors refused to recommend Covid vaccines for healthy children aged between 12 and 15. The Joint Committee on Vaccination and Immunisation (JCVI) is not recommending mass vaccination of children aged between 12 and 15. The JCVI has advised that the health benefits from vaccination are marginally greater than the potential known harms. In the US, the Pfizer vaccine is not fully approved for children under 16 years old. During the presentation to the FDA about vaccine safety, Dr. Jessica Rose, a viral immunologist, displayed a chart showing the incredibly large number of adverse reactions (side effects) from covid vaccines reported to the VAERS system. She said "the onus is on the public health officials, the FDA, the CDC, and policy makers to answer to these anomalies and acknowledge the clear risk signals emerging from VAERS data and to confront the issue of covid injectable products used risk that, in my opinion, outweigh any potential benefit associated with these products, especially for children." I want to see the long term data on these vaccines and I am not alone. I am not an anti-vaxxer but this vaccine is different from other childhood vaccines, both in the technology used, the limited protection offered and the amount of adverse reactions occurring. The vaccine doesn't stop you from getting or spreading covid. The CDC stated that there is no difference in viral load for infected vaccinated or unvaccinated individuals. If the benefits from vaccination are only marginally better, as the JCVI stated, there is no need to vaccinate healthy children as Dr. Rose advised to the FDA. If the vaccines were safe there wouldn't be huge anomalies being reported. If the vaccines were effective boosters wouldn't be needed because of waning immunity. Asking our children to take an ineffective, potentially dangerous vaccine with no long term data for a disease that largely presents no risk to a healthy child in order to attend in-person classes is unconscionable.

Anonymous - NO VACCINE MANDATE! There is virtually ZERO risk of serious injury or death to kids from Covid. Please, pay attention to the statistics. If a family is concerned, vaccines are available. Let parents make the best choice for their own children. The data is becoming more clear on the efficacy and side effects of the vaccines and there is no good reason to force them on children.

Anonymous - I am concerned that the current push for mass vaccinations is more political than scientific. Sound bites are comforting but evidence and real world data from highly vaccinated countries and universities shows vaccinations won't get us out of the pandemic or stop outbreaks. At UMass-Amherst 96.6% of students are fully-vaxxed, but their cases increased 251% after just 2 weeks of classes. This isn't an isolated event. Cornell has a 95% vaccination rate and cases were 5 times higher year over year. Brown University is 97.9% vaccinated and had to suspend in-person dining and student gatherings because of the uptick in cases. Harvard Business School had to put some classes on-line again despite 95%+ vaxxed rates. On August 5th, Dr. Wolensky, the CDC Director, said of the vaccines: "But what they can't do is anymore is prevent transmission." Therefore, vaccinating Pali children will not prevent the spread of Covid either at school or in the community. School disruptions can and will occur. Weekly testing, regardless of vaccination status, is the best tool we have to control the spread. We are living in real-time science. To prove this point - last week Sweden and Norway banned the Moderna jab for anyone under 30 because of heart problems from the vaccine. Iceland has stopped Moderna for everyone regardless of age. There is no rush to vaccinate children. Thankfully they are not at risk from severe disease. The infection fatality rate is 0.001%-0.003% per CDC data for under 18 years old. 78% of deaths were in sick children (with things like leukemia), meaning the death rate for a healthy child is essentially zero. For reference, again from CDC data, in 2019 293 kids died from the flu. In 2020 198 died of COVID and in 2021 it's been 241. I implore you, leave the choice to vaccinate children up to the individual families. Do not mandate vaccines for kids to continue in person school. Please follow governor Newsom and only require it the semester after Pfizer receives full approval for kids 12-15.

Dr. Bren Boston, MD - I am voicing my agreement with LAUSD's vaccine mandate for kids age 12 and up. As a physician and parent to a freshman, I feel that what is best for our children's mental and physical health is to be in-person in school full-time. In order to be in-person in school, we need to make sure they do not contract nor spread the Covid-19 virus. The best way to do that is to vaccinate all eligible children, teachers, and staff against the virus so that our immune system recognizes and fights the virus before it causes serious illness. The mRNA vaccines have been proven to be safe, and in fact much safer than contracting the Covid-19 virus itself. I also agree with continued weekly Covid testing on campus since an asymptomatic child could spread the virus to others unwittingly.

Mary Hruska - With regard to the LAUSD vaccine mandate for students, I will not reiterate the documentation I have previously sent you which demonstrates the risk/benefit ratio of vaccines for young people is not one which favors them getting the vaccine. It will do real harm. I will only add the following comments. LAUSD will be sued over this. As a starting point, they lack the authority to issue such a directive. They are not a public health agency. More importantly, the mandate is not only unconstitutional, (by virtue of its preclusion of religious exemptions) it also presents a civil rights violation. There is an extraordinary amount of language in LAUSD and Pali's mission statements and policy

documents devoted to Equity. Most recently one may reference the recent message regarding the new Pali Dress Code: "Our objective is to support equitable educational access" I put it to you: Is FORCING students into Zoom school supporting equitable educational access? As the past year and half has made clear, Zoom School is not a substitute for in-person education. So, what is being mandated is the same Separate But Equal educational policy which many brave souls fought to overturn 60 years ago. The right thing to do for Pali students is to push back on this. You are talented, intelligent folks. it can be done. If you choose to. Additionally, be aware that you are not indemnified from lawsuits. You are each individually liable in civil suits.

Mina Neuberg - I am in support of vaccine mandates for students. It is imperative that we keep our schools open and in-person learning. Vaccine mandates are key to long term student success in school

JoAnna Rodriguez - Our family strongly supports a Covid-19 vaccine mandate. Uniform, compulsory vaccination efforts are the surest way to create a safer environment for children, teachers, staff and families. Some may argue that a mandate infringes on their autonomy, but everyone suffers when there are continued outbreaks and variants. To truly put the threat of Covid behind us, all must be vaccinated. Covid has stolen enough from our lives and our children's education. We know vaccines work -- now is the time to use them.

Anonymous - The school should require students and staff to be fully vaccinated in line with LAUSD and state directives along with most employers in Los Angeles.

Lana Benedek - I am in full and complete support of the vaccine mandate for Palisades Charter High School

Anonymous - Do not force parents to vaccinate children. Online school is a poor replacement for in-person learning as evidenced by last year's significant learning loss. New York Times published an article this morning entitled "Covid and Age" and it summarizes that Covid is so mild in healthy children that vaccinations shouldn't be required for them. Here are a few quotes and a link to the article: "Covid-19 tended to be so mild in children that vaccinated parents could feel comfortable going out in the world with their unvaccinated children" "As you can see, the risks for unvaccinated children look similar to the risks for vaccinated people in their 50s." ""Covid is a threat to children. But it's not an extraordinary threat," Dr. Alasdair Munro, a pediatric infectious-disease specialist at the University of Southampton, has written. "It's very ordinary. In general, the risks from being infected are similar to the other respiratory viruses you probably don't think much about."" "For children without a serious medical condition, the danger of severe Covid is so low as to be difficult to quantify. For children with such a condition, the danger is higher but still lower than many people believe. The risk of long Covid among

children — a source of fear among many parents — also appears to be very low."
<https://www.nytimes.com/2021/10/12/briefing/covid-age-risk-infection-vaccine.html>

Roxanne Tanemori Lewicky - Dear PCHS Board of Trustees: Our family supports a COVID-19 vaccination requirement for all staff and students participating in or accessing in-person instruction and activities at Pali High. We understand that some limited exemptions will be necessary and those should be accommodated. However, for the overall well-being, health, and safety of as many individuals in our school community as possible, a uniform vaccination requirement is welcome and necessary. Thank you for seeking input from school families on this important issue.

Mimi Neandross - It is imperative that Pali institute a vaccination mandate. Pali has an obligation to protect students and staff from COVID and the best way to do this is to require everyone to be vaccinated. Anyone who is opposed to a vaccine mandate has the CHOICE to go elsewhere for school/work.

Kyle Finch - Vaccine mandates are anti-science, dangerous and immoral. The infection rate for those who are vaccinated is now confirmed to be equal to or greater than those who are unvaccinated. Those with natural immunity are much more protected than those who have received the vaccine. Please follow the science. The risk of heart inflammation (Myocarditis) is greater for teenage boys than the risks associated with contracting the Covid-19 virus. The vaccine mandates are grossly anti-science and extremely dangerous. We will not submit to these dangerous and authoritarian mandates.

Jennifer Sternberg - I am strongly in support of mandating a COVID 19 vaccine for all students. Schools require other vaccines that parents have to comply with. If someone does not want their child vaccinated they have the option to do virtual school. Why does Pali feel like they can pick and choose what LAUSD mandates. Sometimes we are told "we have to follow what LAUSD mandates" when it suits the school. But now Pali is not adhering to the LAUSD mandate and I do not think this is just. We want to eliminate this pandemic and having all students and staff vaccinated is a major step.

Michelle Ashley, MD - I believe vaccine mandates are the most effective tool to keep our students, staff and community safe. Physicians all over the country have seen a deluge of unvaccinated Covid patients overwhelming hospitals and leading to shortages of available ICU beds, staff and oxygen. It is our responsibility to protect ourselves and our community. No hospital beds means no care for anyone who needs hospital care. Vaccination will also help to keep our schools open. We are required to vaccinate for many communicable diseases. Covid vaccines should not be exempted from this requirement. It is not a political issue but a public health issue. PCHS policy should follow LAUSD's lead.

Anonymous - Dear Board, At this point everyone is annoyed and irritated and to some extent an expert on Covid. Both sides of the Covid vaccine debate have medical data,

experts and legal arguments to support their side. But I sincerely appreciate you listening to everyone, and I do not envy the position in which you are in. Regarding the issue of vaccine mandates, I am against the mandate, not necessarily the vaccines.

“Unvaccinated” used to mean not having received any vaccinations, now it is used as an insult. The new mRNA technology proved useful for an unprecedented pandemic, but as it is a new technology, it is understandable that people have concerns. More research may alleviate those concerns. However, now there is a hysterical mania to achieve a 100% vaccination rate. Something that is not possible considering that there are allowable exceptions including medical exemptions and LAUSD’s exemption for military families, IEPs and the homeless youth. Even Gov. Newsom opened the door to personal belief exemptions because he passed the mandate through regulation and not legislation. The lawsuits against the mandates will continue, mainly because officials are overreaching and continuing to pass mandates without concrete rules for implementation. It is not our job to fill in their blanks. We should let the legislature legislate new vaccine requirements and not hastily impose mandates mid semester, without letting people know what their alternatives to the mandates are. We know more today about the virus than we did last year. We know how it spreads, who is most at risk and how to keep safe. So, let’s keep the masks, the PCR testing and the social distancing. Those safety measures help to keep everyone safe and the number of cases low. But it is not reasonable to ask every single school, district or county to come up with their own enforcement rules. Everyone at PALI involved in enforcing these proven measures should be commended, not further burdened or left to be sued. And lastly, let me add, that the language being used by some needs to change. I would be appalled and sickened if my child ever said “I don’t want to sit next to an unvaxxed person”, or “the unvaxxed are so stupid”. Would any of you be comfortable with this language, if the word unvaxxed were substituted with another descriptive terminology? Bullying is an issue, the mental and physical well-being of all our kids are at stake, but turning a blind eye, or even worse, defending an insensitive position, at the expense of someone else, in this day and age, is inexcusable.

Thank you for your time.

Anonymous - Board members, please do not uproot our innocent kids by approving the mandate!

First, I doubt the board is aware of the large number of parents agonizing over this! In the last 2 weeks our group of Pali parents against the mandate has multiplied to HUNDREDS! Many don’t feel comfortable voicing their concerns or opinions publicly because of their jobs, community ostracization, or simply their child’s wishes to stay anonymous. So I really doubt the board is fully aware of the sheer size of those opposed! And if it’s any consolation, these are not “pro-Trump” supporters or “anti-vaxxers” as they have been categorized. This is a stand-alone issue about a very new vaccine that some parents quite frankly are not sure about yet! Board-members, I can assure you, this mandate will NOT: safeguard those already vaccinated (they are already protected!), safeguard those at risk (they are already protected, and boosted), protect THEMSELVES, as kids are not at risk (CDC reports clearly show children have a .03% mortality rate with Covid infection), prevent the spread of Covid as it has been proven

those vaccinated have equally as good of a chance of spreading it as those not, (if not more!) The mandate also will NOT coerce parents who haven't yet vaccinated their kids to do so. It will only force kids to leave and feel that their community has discriminated against them! And to top it off, your Covid numbers will NOT improve. Do you want hundreds of kids to leave your school? What is your goal?

Anonymous - Why are we still doing temperature checks? This is not a scientific way to detect covid 19. This is unnecessary and takes up time for check in. Having our students arrive on campus at 715 is not good for their health. That is why the state mandate for a later start time is being issued. Research proves that our adolescents need more sleep. A later start time could have been implemented this school year and could have helped alleviate the timely check in procedures.

Anonymous - In regards to mandating the Covid vaccine for students, I urge the Board of Trustees to either table the vote indefinitely or vote NO. People are very passionate on both sides of this conversation especially when it comes to our children. I urge the Board to NOT be pro-mandates but rather PRO-PARENT! We are the parents of our children, and each of us know what is best for our children. Vaccines are a very personal decision as one is inserting something into one's human body. Once it is done, there is no way it can be undone. By no means are parents at Pali High anti-vax but rather anti-Covid vaccine and more importantly anti-mandates in taking a vaccine that does not have long term data especially on children. The narrative that the Covid vaccines are like the other "childhood vaccines" required by school is incorrect. Those childhood vaccines followed the typical path of providing long term data prior to receiving full authorization by the FDA and eventually became required by schools. It is also evident that the Covid vaccines seem to be working more like the flu vaccine with breakthrough cases versus the Smallpox, Measles or Chickenpox vaccines. The current format of weekly testing has been working well for the past couple of months. Do not create a divide in our school. I urge the Board to vote NO on the Covid vaccine mandate (or table the vote indefinitely). The manufacturers have immunity from any lawsuits under the Emergency Use Authorization clause. However, those who mandate a vaccine are not protected. IF the Board decides to vote yes, the Board members are inviting themselves into plausible personal liability for any adverse effects that a student may endure due to taking the vaccine mandated by you. Do not put yourselves in that position by either voting No on the mandate or table this issue indefinitely.

KamGi Chak - Dear PCHS Board of Trustees, I appreciate the COVID protocol that Palisades High School has put in place and administered thus far to keep students and staff safe. The combination of masking and testing seems to be working in preventing the spread. Both vaccinated and unvaccinated students have tested positive, but I don't believe the numbers are overwhelming.

CA has the lowest Coronavirus case rate in the nation. This good news begs the question as to why the school would feel the need to mandate vaccines at a time when the Covid

cases are going down in our state. The CDC has made it clear in recent weeks that vaccinated persons can transmit the delta variant and might even possess higher viral loads than those who have already naturally recovered from COVID-19. At the very least, there should be an exemption for those that have already had COVID-19. Numerous scientific studies confirm natural immunity after Covid infection.

To my knowledge there is no published study that has demonstrated patients who have had a prior COVID-19 infection benefit from the vaccination. So it is not logical that students (especially those who have recovered from COVID-19) be placed at risk of experiencing a negative side effect from the vaccine. It has to be acknowledged that a concerning number of young people (teenage boys in particular) are suffering from myocarditis (heart inflammation), blood clots, low platelets following the COVID 19 vaccination. Since none of the vaccine products were ever tested for or intended to prevent infection or transmission, and are not preventing either, choosing to get a COVID-19 vaccine must remain an individual and personal health choice, with individualized risk-benefit assessments. A mandate is a very extreme measure, and at this moment in time feels very unreasonable and potentially puts young people at risk when there is no need to. Thank you.

Anonymous - I'm a very concerned parent just like hundreds of other parents regarding this tyrannical mandate that LAUSD and the tyrannical government wants us to comply with. It's Marxist! First of all this is all a political power grab. Studies show that kids are less than 1 percent compromised. There are millions of kids and adults with natural immunity which they don't want to talk about and are forcing everyone to get the jab. Studies show that natural immunity is 27 times stronger than the vaccine. The vaccine is not 100 percent effective and people are still getting covid. If you force kids to get the jab there will be liabilities if something were to happen to a child from side effects, Myocarditis, blood clots etc. Due the research and don't listen to the fake news like CNN MSNBC and all the leftist news! Covid is like the flu and if you're are young and healthy you will survive it. Stop lying to us! Our freedoms are being taken away because of tyranny you know it and I know it. Our new administration is taking us to Marxism and there's no science but political power grab. Also stop the mask theater! It doesn't work and our kids are being abused by making them wear masks! Stop this before things get out of hand and our country will be divided and probably have a revolution or civil war. Thank you!

Mary Hruska - Never in my life could I have predicted that I would be demanding that a school board not impose an experimental medical treatment on my child. You may dismiss this as the rantings of a kook, but you will not be able to dismiss the coming lawsuits. This mandate violates the authority you are granted, it is unconstitutional, violates civil rights laws and, because there is not, at this time, available in the US, an approved Covid vaccine, it violates the regulations on Emergency Use Authorized medical products. Please return to the responsibilities granted you to do, which is to educate our children in basic skills. I'd like to add that I am a Medical Technologist, with a Master's in Medicinal Chemistry. I have worked in hospital labs for over 40 years. I am

also the Safety Officer at my current lab, where we do hundreds of covid tests per week. No one has contracted covid on the job on my watch. Some of us are vaccinated and some are not. All is well. There is no panic or fear. we focus on getting our job done. Please try to step back from the political media-driven, rhetoric and evaluate the big picture.

Jacinda Beck - I am writing in this agenda today October 12, 2021 to address the mandatory Covid vaccination for students at Palisades Charter High School. Last year my son was attending Paul Revere. We have lived in the area for over six years and he attends school with friends that he has made since then at Kenter and Paul Revere. Last year during the Covid pandemic when school was closed and my son was on zoom calls he experienced severe depression and had to be placed into therapy to help cope with suicidal thoughts. School was additionally very hard for my straight A and honors student. His grades continually slipped and as he was kept away from seeing friends in school or social experiences he had severe anxiety. So when we were told school would be in person starting his freshman year at Palisades we were elated. We are willing to do what was required including the masks and the weekly testing. We have not had any issues following those rules regardless of our beliefs behind them. If it meant my son could attend school and he was excited to attend school it was worth it. Things are now changing with the mandatory vaccine. My son has juvenile rheumatoid arthritis as well as other autoimmune diseases which according to the CDC website there is not enough research to determine if the vaccine which is only to be used for emergency order is safe or not for those with autoimmune diseases. This emergency order that was put into place during the pandemic for this vaccine has gone on for quite some time. Governor Newsom recently said that our state according to the CDC website has a lower amount of Covid positive results than any other state in the nation. Yet somehow we are still in emergency order and giving a vaccine to children on an emergency order approval basis. So now I have a really difficult choice. The choice is to either get my son a vaccine where there is no guarantee on how his body will react to it especially with his condition or keep him out of school and possibly have him experience suicidal thoughts again. Either way would be extremely detrimental to my sons development and life. I am appalled that this board of trustees is so eager to inject students with this emergency vaccine. We are not in a state of emergency. The state of emergency is our children having more suicidal problems and depression than ever before and the risk of further damage to not only their physical development but also to their psychological development. I am putting this board on notice. If you force this vaccine mandate to go through I will sue each and everyone of you on the board of trustees. If you continue to push this vaccine and my son receives it and he has any medical issues I will be suing each and everyone of you. None of you are medical professionals nor my son's doctor and you do not have the right to force a medical vaccine on anybody. It is a family choice and should not be mandatory as each individual person has control over their own body and should continue to have that control. I hope that this board does not go through with a mandatory vaccines and

realizes the legal ramifications as well as the damage to children that they are causing. I urge you to think very carefully before you decide on a mandatory vaccine for our children. As I'm sure I'm not the only parent with concerns and legal means if necessary. You get paid close to \$17,000 a year for each student that attends Palisades Charter and you are paid through my tax payer money and I have a voice as a parent and my child has a voice and we will not be silenced.

Dr. Nicholas - Where's is or why is there no link for this meeting or no dial-in option?

Leslie Colgin - Good evening, We have two children attending Pali—one in 10th grade and one in 12th grade. If you proceed with the mandate we are prepared to pull them out of this district. This mandate is anti-parent, anti-science and anti-American. Despite the labels given to people who oppose the mandate, I can assure you that we are educated, informed and ready push back long-term. I respectfully remind you the following: #1 The District Does Not Have Legal Authority to Mandate These Shots. The COVID shot is not listed on the list of immunizations required to attend public school. #2 The District Cannot Mandate an EUA Product. The Moderna and J&J shots are only "authorized" only and not FDA approved. Federal EUA law prohibits mandating such shots. EUA products are by definition experimental and thus require the right to refuse. #3 None of the COVID-19 shots admittedly prevent transmission of the virus. Therefore, these are medicines and not vaccines. Under California Penal Code Section 2052 it states that prescribing or promoting medicine without a valid medical license is a crime and any schools and their respective administrators enforcing this unlawful mandate will face civil and criminal liability, including up to six (6) years in jail and fines of up to \$10,000. If you proceed with the mandates you are setting yourself up for long-term push back, long term legal action and a total loss of credibility. I urge you to step back, look carefully at the law, and oppose any policy mandating these shots. Thank you.

Board went into Closed Session at 6:15 pm

D. Announce items for closed session, if any.

II. Open Session

A. Return to Open Session

Returned to Open session at 7:15 pm

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

Nothing to report out

III. Approve Minutes from Previous Board Meetings

A. Approve Minutes

Dara Williams made a motion to approve the minutes from Board Meeting on 09-21-21.

Lisa Saxon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approve Minutes

Dara Williams made a motion to approve the minutes from Annual Goal Setting Board Retreat on 09-18-21.
James (Jim) Wells seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approve Minutes

Brooke King made a motion to approve the minutes from Board Meeting on 08-24-21.
James (Jim) Wells seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jewlz Fahn	Aye
Dara Williams	Aye
Maggie Nance	Aye
Brenda Clarke	Aye
Brooke King	Aye

Roll Call

Jack Seltzer Aye
Andrew Paris Aye
Monica Batts-King Aye
Lisa Saxon Aye
Sara Margiotta Aye
James (Jim) Wells Aye

IV. Organizational Reports

A. Student Report

C Clauson reported Sr. Ty Die was great and had a good turn out. All class Presidents had their class meetings. There was a panel with Admin and the mental health team so it was great to meeting them in person. Homecoming Spirit Week is next week and pep-rally is next Friday as well as Homecoming Games. Homecoming event is on Sat. and will be held on campus. Tickets are on sale. Sr. Fall Festival is on Oct. 29, 2021. Yearbook will be at all events capturing the moments. He is looking for some clarification about FPCC meeting and his ability to vote on the Board and what the next steps are in getting this clarified.

B. Parent Report

J Fahn reported that she is receiving comments re: COVID mandates. Parents and students are also upset regarding the Dress Code. J Wells reported that the Board members are taking the vaccine mandates very seriously and are taking the students seriously. He noted that we have a parent who is an Immunologist and she has written an essay about the facts related to COVID vaccinations. M Batts-King also heard something about the Dress Code. She has also heard comments about the website with photos from the past year and one parents found the photos offensive noting that it was not reflective of the diversity of the school campus.

C. Represented Classified Staff Report

A Paris noted that classified and faculty is doing a great job.

D. Unrepresented Classified Staff Report

B King noted that she has nothing to report.

E. Faculty Report

Grading Policy and Decision-making processes: - Faculty would like a more robust discussion on this topic - We are being told the proposed change but have been given no time for discussion, feedback, or deliberation. - Faculty meetings could be used more effectively. - We'd like the board to task administration with creating a formalized process regarding how major decisions (e.g. grading policies, bell schedules) are made to avoid

this in the future. What is the role of Academic Accountability Committee vs. other avenues of discussion/decision-making.

Displaced teachers: - Teachers who are sharing classrooms need space to work during the periods that they are displaced. Teachers are working in their cars, at picnic tables, and finding random spots. Class size: - Many problems could be solved by reducing class size. 40/1 ratios do not allow teachers to attend to the social-emotional needs of their students. If we reduced class sizes, we could change how we assess, and we could create a more nurturing environment for kids.

Goals: - Teachers would like to see the PCHS goals generated from the Board Retreat.
Faculty

Input on Administrative Evaluations: - Teachers would like to see a change in how feedback is gathered and considered in terms of administrators' evaluations. The feeling is that the staff and faculty who work here have valuable insight that is not being considered by the parents and community members who do the evaluations

M Nance said there is a general feeling among faculty (veteran) of poor moral and that they are replaceable. She says that there is verbal acknowledgement but that they don't feel like they are actually being supported. There is an outrage that Mr. Giannone was let go on unpaid leave and fired because of his medical exception for the vaccine mandate was not approved.

L Saxon noted that moral was also low. There were 5 people who sort out to tell them that they are unsupported by Administration. She noted that she was disheartened by HR dept. saying that the teachers only work 6 hours and they continue to be asked to do more. Counselors are overworked, HR is not helpful or supported and is also outraged by Mr. Giannone. Doesn't feel like Administration is setting students up for success. She also addressed the dress code and that the behavior of the 9th grade students and attire is completely inappropriate. Students are being disrespectful and student Board member is afraid of being sued by the parents arguing against vaccine mandate.

F. Human Resources Director (HR) Report

Stands as submitted. She also noted that she is very appreciative of teachers and understands how hard they work.

G. Director of Operations Report

Report stands as submitted.

Dara Williams made a motion to approve the proposed 2021/2022 school year School Emergency Plan.

Jack Seltzer seconded the motion.

C Clauson approved the motion

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

Roll Call

Andrew Paris	Aye
Jack Seltzer	Aye
Brooke King	Aye

Roll Call

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

H. Director of Development Report

Reviewed and stands as submitted. M Rawson highlighted upcoming activities to help promote annual giving. Since this is our 60th Anniversary, PCHS Fund is hosting a \$60 for our 60th and will be promoted with Alumni who are interested the ongoing transportation costs. This will also be promoted with the PCHS faculty staff.

I. Chief Business Officer (CBO) Report

Reviewed and stands as submitted

J. Executive Director/Principal (EDP) Report

P Magee her report included a summary of the goals identified at the Board retreat. She is working on aligning these with the LCAP and WASC. She is excited that faculty want to discuss school goals. Space seems to be an issue and she noted that it is just a campus issue. The school has tried to utilize the space to the best of their ability. She noted that faculty is valued and that they continue to try to make people valued. Wants people to feel comfortable to coming to talk to her to have an open dialogue, build relationships. She also noted that there was a discussion about how decisions were made and she referenced the Academic Accountability Team was the place where these discussions were supposed to be had. She noted that they are committed to make this an effective group to help identify how decisions were made. She also spoke to the dress code and she thanked students for bringing their concerns immediately to her attention. She also celebrated the students who are working together to make changes. She made a plea to move forward and work together to the benefit of PCHS.

V. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

B Clarke provided an update in the NC policy. Administration was discussing best way to proceed and was working with UTLA. There will be conference periods to discuss with thoughts/concerns about the NC policy. Then faculty, parents and stakeholders would be surveyed for their input. Once that information is received then a policy can be put together to be brought to the Board on Nov.

The new bell schedule was discussed for next year and the committee is having discussions about adding advisory period. The Academic Accountability has created a sub-committee to create a survey to collect feedback to be brought into the conversation.

The membership of the committee was also discussed. Currently there are 13 members who are interested in participating in the committee and historically there have been 11 members per C Lee. Currently there are 6 teachers on the committee, plus students and parents interested in participating. D Williams clarified that there isn't a set size of the committee noting that it should only be made up by a majority of teachers. It was also noted that faculty have the "right" to make up the majority of a SBC but it is not a requirement. It was also noted that C Lee was very adamant that an 11 member committee was ideal. It was also noted that everyone can come to the meeting. L Saxon also reached out to other Dept. Chairs to see if others are interested in participating since currently 4 of the 6 teachers are from the English dept. It was noted that the membership should be voted on by the Academic Accountability Committee and the membership of 11 is not a mandate. Committee will remain as is now until the committee could vote to approve new membership.

B. Budget & Finance Committee Update

S Margiotta reported that the committee had reviewed the ESSR II/ESSR III and are recommending this to the Board for approval. She also noted that part of this approval was the contingency that further detail be brought to the next B&F Committee meeting so that we could vet the allocations further. She noted that JP Herrera was also asked to bring an overall allocation summary from all of the COVID grant monies received so that we can see overall how this money has been allocated to various things such as mental health, technology, tutoring, paraprofessionals, etc. We will need to have a Special B&F Committee meeting to approve 2021-2024 LCAP. She also reported that they did review the Unrepresented Staff Longevity Stipend. Increased Transportation & Security costs were also reviewed and discussed.

C. Election Committee Update

They haven't met

D. Post Retirement/Lifetime Healthcare Benefits Committee Update

S Margiotta noted that the Committee is awaiting Lifetime Health Benefits survey results. Next meeting is Thurs. October 14, 2021.

VI. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

A Paris reported that Grade Appeal Committee is getting "appeals" but has not officially met to review these.

VII. Board of Trustees Meeting Format and Public Comment Presentation

A. Meeting Format and Public Comment Presentation

J Ropel presented and reviewed as submitted. Presentation was discussed. D Williams said that she was not comfortable saying that it was a "state of emergency" if school was in session. It was argued that if meetings were open to everyone school would have challenges accommodating everyone who might attend. It was noted that perhaps there is an equity issue for parents who worked and lived far away. M Batts-King argued in favor zoom so that parents have the opportunity to attend meetings. It was also noted that PCHS is only required to make reasonable accommodations. Public comment was discussed and our current practice of the use of Google Docs. It was argued that the Google Doc be made available to everyone on the BOT. It was agreed that we should try to stream the meeting for those who cannot attend and J Ropel was asked to provide some options with associated costs. However, as of now, it was agreed that we don't meet the criteria of eminent risk so all current SBC meetings should also be held in person.

VIII. Academic Excellence

A. PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

This was not on agenda for vote, so it was suggested that this be tabled. However, some individuals wanted to discuss this. It was clarified that PCHS as an Independent Charter is allowed to make our own vaccination requirements and not follow LAUSD. Currently, our 4 options are do what LAUSD has mandated, follow the Governor mandate, do nothing or create our own policy. Options were discussed.

Jack Seltzer made a motion to table the PCHS Proposed Resolution Requiring COVID - 19 Vaccinations for Eligible Students.

Brooke King seconded the motion.

This will be discussed and voted on at the Special Board Meeting. Special Board meeting will be held on Oct. 26, 2021 at 5 pm. C Clauson motioned in the affirmative.

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

Roll Call

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

Roll Call

Jewlz Fahn Aye

B. Equity in Athletics Presentation

Item was pushed to next meeting due to time constraints.

IX. PCHS Clean Energy Task Force

A. Letter of Intent Regarding Solar Power for Pali High

Clean Energy Taskforce was discussed. Representative from PermaCity discussed proposal and it was noted that LAUSD recently approved 7 similar plans. A Sheney introduced the clean energy resolution and the feasibility of this resolution. They met with LAUSD to discuss this further and were referred to PermaCity who has come and done a walk through with PermaCity representatives to investigate what options are available to the school. Herb Mendelson was introduced. Report as included was reviewed. Questions were discussed. Tax credits do not apply because we are a non-profit. It was noted that a new roof would last 40-50 years because of the solar panels will be protecting the the new roof. At the end of the 25 year payment, the panels could be purchased at fair market value. If PCHS didn't want to purchase them, PermaCity would come to remove the panels. Proposition includes covered areas for teacher and student parking. It was noted that most of the noisy work is done during Christmas and Spring Break so as not to disrupt instruction. It was suggested that the ultimate proposal be submitted to the B&F Committee to be completely vetted prior to submission to the Board. The potential air conditioning was also discussed and it was noted that the plan can be flexible around these plans. The Letter of Intent was discussed and it was noted that this is non-binding. It was agreed that LOI be brought to B&F Committee for vetting and to make a recommendation to the Board.

X. Finance

A. 2021-2022 Budget vs Actuals

Reviewed and stands as submitted. ADA challenges were discussed. Board discussed students who don't meet the 3 part check and what happens to those students. Are these students being released if they don't meet the 3 part check. BOT discussed concerns regarding turning kids away from campus and it was noted that it was dangerous to release students because they were not allowed on campus. A specific example was given in the last 3 weeks where a 9th Grader was turned away and parent was not notified and student was just released. It was noted that we have a legal responsibility once students step foot on campus. Dr. Magee agreed with the concern and will work to get this resolved asap.

B. ESSER II & ESSER III Allocations

Reviewed and stands as submitted. It was noted that these allocations were created based upon stakeholder feedback. The survey responses are posted under B&F Committee on the website.

Jack Seltzer made a motion to approve the ESSER II & ESSER III Allocations as outlined with the provision that B&F Committee will be provided detailed information regarding expenditures to vet appropriately.

Brooke King seconded the motion.

D Williams noted that she would like additional information and detail on the ESSER spending. B King reported that she is concerned because this was vetted by B&F and the need for additional review is needed. C Clauson expressed his opinion in the affirmative

The motion did not carry.

Roll Call

Jewlz Fahn	No
Maggie Nance	Abstain
Brenda Clarke	Abstain
Andrew Paris	Abstain
James (Jim) Wells	No
Monica Batts-King	No
Dara Williams	No
Jack Seltzer	Aye
Brooke King	Abstain
Sara Margiotta	Aye
Lisa Saxon	Abstain

Dara Williams made a motion to place this on the agenda for the Special Board Meeting to discuss and vote on the ESSR II/ESSR III allocations on October 26, 2021 subject to B&F review as noted above.

Jack Seltzer seconded the motion.

C Clauson expressed his support of this motion.

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

Roll Call

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

C. Transportation/Security Update

D Parcell reported that the transportation vendor invoked the contract clause which allows for an increase in contractual rates due to unforeseen new costs: Driver shortage, driver retention, fuel rates, etc. Reviewed as submitted which creates an overall cost increase of approximately \$59K. D Williams noted that if there is a contractual cost increase over \$50K might need to be voted on. She also noted that some schools are paying parents to drive in carpools. It was discussed as to whether this might not involve cost savings if all parents decided to participate in this program. D Parcell also noted that he did call other possible available vendors and no one is able to handle our bus program (old contract bids plus new additional vendors). M Batts-King would like these additional costs to be placed in the ESSR funding. L Saxon noted that he would like to give the CBO the flexibility on how to allocate funding due to various funding sources and time that monies come in.

Security costs were also discussed. And there are additional plans in place to return to the normal security force by November. S Margiotta noted that Granada Hills uses Parentlocker to check kids in in order to eliminate the need for additional security to check students in in the morning.

XI. Governance

A. PCHS Recusal Policy

D Williams reviewed Ed Code and 1090 and noted that our Recusal Policy mirrors these recusal policies. She noted that she does not think our policy is more restrictive than the FPPC Policy is. She recommended that PCHS create a Recusal Policy that is a real recusal policy. P Magee also suggested that we use a different firm from the one who helped draft the current Recusal Policy. M Nance requested that we don't use the firm who works with contract negotiations due to perceptions of the faculty and staff. D Williams suggested the firm that the attorney who works with our negotiation attorney but with a different attorney because she feels that they are more detail oriented. D Williams will work with the Recusal Policy and the attorney to help draft a revised policy.

B. Unrepresented Salary Scale Updates

Dara Williams made a motion to approve the Unrepresented Salary Scale Update for the current 2021/2022 school year and new titles associated with the updated salary scale.

Jack Seltzer seconded the motion.

It was noted that this currently applies to only 5 employees. C Clauson motioned in favor of approving.

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

Roll Call

Lisa Saxon	Aye
Sara Margiotta	Aye
Brooke King	Abstain
Andrew Paris	Abstain

Roll Call

Dara Williams Aye
Brenda Clarke Abstain
James (Jim) Wells Aye
Monica Batts-King Aye
Jewlz Fahn Aye
Maggie Nance Aye
Jack Seltzer Aye

C. LAUSD Notice of Concern - LCAP Matrix

D. Form 503-804 Certificate of Signatures

Dara Williams made a motion to approve the updated certificate of signatures form for 2021-2025.

Jack Seltzer seconded the motion.

C Clauson approved

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

Roll Call

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

Dara Williams made a motion to table all other agenda items until the next Regular Board of Trustees Meeting.

Jack Seltzer seconded the motion.

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

Roll Call

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

Roll Call

Jack Seltzer Aye

E. Discussion Regarding FPPC Advice Letter Request

XII. 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 10:50 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

Section: V. Academic Excellence
Item: A. PCHS Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students
Purpose: Vote
Submitted by:
Related Material: Governor Mandate Press Release.pdf
ACSA CA Student Vaccine Update.pdf
Board_of_Education_Report.pdf

California Becomes First State in Nation to Announce COVID-19 Vaccine Requirements for Schools

Published: Oct 01, 2021

After implementing first-in-the-nation school masking and staff vaccination measures, California becomes the first state to announce plans to require student vaccinations – adding the COVID-19 vaccine to list of vaccinations required for school, such as the vaccines for measles, mumps, and rubella

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and K-6).

SAN FRANCISCO – At a school in San Francisco, Governor Newsom announced plans to add the COVID-19 vaccine to the list of vaccinations required to attend school in-person when the vaccine receives full approval from the Food and Drug Administration (FDA) for middle and high school grades, making California the first state in the nation to announce such a measure. Following the other [first-in-the-nation school masking and staff vaccination measures](#), Governor Newsom announced the COVID-19 vaccine will be required for in-person school attendance—just like vaccines for measles, mumps, rubella and more.

“The state already requires that students are vaccinated against viruses that cause measles, mumps, and rubella – there’s no reason why we wouldn’t do the same for COVID-19. Today’s measure, just like our first-in-the-nation school masking and staff vaccination requirements, is about protecting our children and school staff, and keeping them in the classroom,” said Governor Newsom. “Vaccines work. It’s why California leads the country in preventing school closures and has the lowest case rates. We encourage other states to follow our lead to keep our kids safe and prevent the spread of COVID-19.”

Thanks to the state’s bold public health measures, California continues to maintain the [lowest case rate in the entire country](#) and is one of only two states to have [advanced out of the CDC’s ‘high’ COVID transmission](#) category. More information about the announcement can be found [here](#).

The vast majority of school districts have reported that over 95% of students have returned to in-person instruction this school year, as can be seen on the state’s [Student Supports & In-Person Dashboard](#). Thanks to unprecedented resources and public health measures ([measures shown to be highly effective](#)), California is [leading national trends in preventing school closures](#) and keeping kids in classrooms, accounting for only 14 out of over 2,000 school closures nationwide, or roughly 0.7% – despite the fact that California educates an estimated 12% of the nation’s public school students. If California’s rates had aligned with national trends, the state would have seen upwards of 240 school closures.

In order to further protect students and staff and continue supporting a safe return to in-person instruction for all students, the Governor directed the California Department of Public Health (CDPH) to follow the procedures established by the Legislature to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code. COVID-19 vaccine requirements will be phased-in by grade span, which will also promote smoother implementation.

Upon full FDA approval of age groups within a grade span, CDPH will consider the recommendations of the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement. Following existing statute, full approval of ages 12+ corresponds to grades 7-12, and full approval of ages 5-11 corresponds to grades K-6. Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines. The requirement will take effect at the start of the term following full approval of that grade span, to be defined as January 1st or July 1st, whichever comes first. Based on current information, the requirement is expected to apply to grades 7-12 starting on July 1, 2022. However, local health jurisdictions and local education agencies are encouraged to implement requirements ahead of a statewide requirement based on their local circumstances.

Governor Newsom’s historic [\\$123.9 billion Pre-K and K-12 education package](#) is providing an unprecedented level of school and student funding to transform the state’s public schools into gateways of equity and opportunity, supporting the potential of every California student by: achieving universal transitional kindergarten for four-year-olds by 2025, expanding afterschool and summer programs, providing universal free school nutrition, increasing the number of well-prepared staff per pupil, creating full-service community schools to support the mental and social-emotional well-being of students, and more.

###

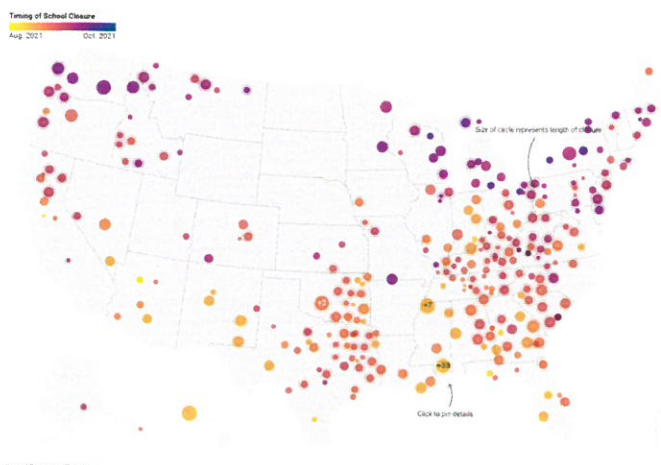


California Becomes First State in Nation to Announce COVID-19 Vaccine Will Be Added to List of Required School Vaccinations

Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).

Background

- California continues to lead the nation with the lowest COVID case rate, the lowest death rate, and the most vaccinations administered. The latest CDC data indicate that youth in California are being hospitalized at **less than one-fourth** the rate of states like Florida and **less than one-half** the rate of the nation as a whole.¹
- This fall, millions of California students returned to their K-12 school classrooms. Thanks to California's nation-leading measures aimed at keeping campuses safe and open, including universal masking, our state has not faced the same number of outbreaks seen in other parts of the country.
- California's schools have been open for nearly a month longer than most other states, but have experienced school closures at a far lower rate. California educates approximately **12%** of students in the nation, but California schools account for approximately **0.5%** of school closures. And those closures have been localized to regions with lower vaccination rates.²



¹ <https://covid.cdc.gov/covid-data-tracker/#new-hospital-admissions> (as of 9/28/2021)

² <https://cai.burbio.com/school-opening-tracker/> (as of 10/1/2021)

- Educators, public health experts and parents know there is no substitute for in-person instruction, but we also can't pretend the threat of COVID-19 and its variants are completely behind us.
- Schools are stepping up to keep students safe, and to meet their mental health, social-emotional, and academic needs like never before. The vast majority of schools report that **95-100%** of students have opted to return in-person; over **95%** of schools have expanded mental health services; nearly **83%** have expanded academic supports like high-dose tutoring; and over **74%** have expanded after-school programs.³
- We continue to urge everyone who is eligible to get vaccinated against COVID-19. Vaccines continue to be the best tool to end this pandemic once and for all. These vaccines are safe and effective, and the data has unequivocally shown that they prevent severe illness and death as a result of COVID-19 – nearly all of those who are ending up in ICU beds and dying are unvaccinated.

School Vaccine Requirement

- California is taking bold steps to minimize the transmission of COVID-19.
- Governor Gavin Newsom is directing the California Department of Public Health to add the COVID-19 vaccine to other vaccinations required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380.
- This will be accomplished by regulations promulgated pursuant to section 120335(b)(11), which authorizes vaccine requirements for "any other disease deemed appropriate" by CDPH. This is also consistent with the overall intent of the law to achieve "eventual achievement of total immunization" against dangerous childhood diseases. (HSC section 120325(a)).
- COVID-19 vaccine requirements will apply to all "pupil[s] of any private or public elementary or secondary school[s]." (HSC section 120335(b)).
- COVID-19 vaccine requirements will be phased-in by grade span, grades K-6 and 7-12 This will also promote smoother implementation.
- This mandate will be a condition of in-person attendance. (HSC section 120335(f)). A student who is not vaccinated may remain enrolled in independent study, but may not attend in-person instruction.
- Requirements established by regulation, not legislation, must be subject to exemptions "for both medical reasons and personal beliefs." (HSC section 120338).

³ <https://experience.arcgis.com/experience/bf1878e63e294ff1b5c5d490085077ef> (see also <https://schools.covid19.ca.gov/>)

- The Governor has also directed that adults be held to at least the same standards as students for the COVID-19 vaccine. While currently, California requires all K-12 staff to verify their vaccination status or be tested weekly, all staff will be required to be vaccinated no later than when the requirement takes effect for students.⁴
- The current verify-or-test requirement for staff will be converted to a vaccine mandate no later than when the first phase of the student requirement becomes effective.
- Five districts nationwide -- all in California -- have moved forward with a student mandate (in the following order): Culver City Unified; LA Unified; Oakland Unified; Piedmont Unified; and San Diego Unified. Local public health and school officials are encouraged to move forward with their own vaccine requirements.
- While individual counties and schools may accelerate vaccine requirements, the state requirement will create a statewide standard to ensure all staff and students will be vaccinated.

Timing

- Students will be required to be vaccinated for in person learning starting the term following FDA full approval of the vaccine for their grade span (7-12 and k-6).
- Upon full approval by the Food and Drug Administration (FDA) of a vaccine for age groups within a grade span, CDPH will consider relevant recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement, as required by the Health and Safety Code section 120335(b)(11).
- CDPH will then initiate the rulemaking process, which includes public comment. Regulations promulgated pursuant to that process will also address many of the details of the requirement, including the scope of exemptions, etc.
- The regulations will take effect at the start of the following term, meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement.
- Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to grades 7-12 starting on July 1, 2022.
- Students who are under the age of full approval, but within the grade span, will be required to be vaccinated once they reach the age of full approval (with a reasonable period of time to receive both doses), consistent with existing procedures for other vaccines.

⁴<https://www.gov.ca.gov/2021/08/11/california-implements-first-in-the-nation-measure-to-encourage-teachers-and-school-staff-to-get-vaccinated/>



Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

Approved for information, but not for approval

File #: Rep-091-21/22, **Version:** 2

Proposed Resolution Requiring COVID-19 Vaccinations for Eligible Students

September 9, 2021

Office of the Superintendent

Action Proposed:

Approve the “Superintendent’s Resolution Requesting the Board of Education of the Los Angeles Unified School District to Require COVID-19 Vaccination for Eligible Students” (“Resolution”). The proposed Resolution would require all Los Angeles Unified School District (“LAUSD” or “District”) and charter school students on co-located LAUSD school facilities who are eligible to receive the COVID-19 vaccine, excluding those students with qualified and approved exemptions and conditional admissions, to become vaccinated and provide proof of vaccination pursuant to the timeline outlined below and within the Resolution as a mandatory precondition to accessing LAUSD school facilities. The proposed Resolution would ensure student vaccination records and information are maintained securely and confidentially; implement reasonably necessary measures to ensure equitable access to and accurate information about the COVID-19 vaccine; monitor LAUSD’s testing and vaccination data for allowable exemptions for vaccinated students to COVID-19 testing requirements; and be adopted as part of LAUSD’s policies and practices as they relate to LAUSD and co-located charter schools, and as part of LAUSD’s health, safety, and emergency procedures and requirements applicable to facilities and related operations. All references in this Board Report to “LAUSD and charter school students on co-located LAUSD school facilities” (or similar) means and applies to (1) students attending LAUSD schools, and (2) students attending charter schools on co-located LAUSD school facilities.

Background:

Los Angeles Unified School District is the second largest school district in the country, enrolling more than 600,000 students from Pre-K through the adult education, operating approximately 1,200 schools throughout the Los Angeles area, overseeing 278 affiliated and independent charter schools within its jurisdiction, and sharing LAUSD facilities with charter schools that serve tens of thousands of students in TK/K through grade 12.

The World Health Organization (WHO), United States Centers for Disease Control and Prevention (CDC), and the State of California including the California Department of Public Health (CDPH), and the Los Angeles County Department of Public Health (LACDPH) have recognized that the country, state, and county face a life-threatening pandemic caused by the COVID-19 virus. The COVID-19 pandemic and the national, state, and local orders responding to same have caused considerable challenges for public schools, including but not limited to the closure of all LAUSD school facilities for in-person instruction and resulting in distance learning program implemented by LAUSD through most of the 2020-21 school year. Although LAUSD has returned to in-person instruction for students who choose to return and has implemented high standard of multi-layered safety measures which are effective at mitigating the spread of COVID-19, including COVID-19 testing, masking, ventilation, screening, high quality sanitation measures, and requirement for all employees to be vaccinated, COVID-19 remains a material threat to the health and safety of all students within the LAUSD community, and is a further threat to continuous in-person instruction.

File #: Rep-091-21/22, Version: 2

Recent CDC studies indicate that infection and hospitalization rates among unvaccinated persons were 4.9 and 29.2 times, respectively, than those in fully vaccinated persons and that authorized vaccines were protective against SARS-CoV-2 infection and severe COVID-19 during a period when transmission of the Delta variant was increasing.

According to a study published by the CDC using data from the Coronavirus Disease 2019-Associated Hospitalization Surveillance Network (COVID-NET), pediatric hospitalizations for adolescents aged 0-17 were evaluated from March 1, 2020-August 14, 2021, and showed that pediatric hospitalization rates were 5 times higher in August 2021 compared to June 2021, and further, that the hospitalization rate among *unvaccinated* adolescents (aged 12-17 years) was 10 times higher than that among fully vaccinated adolescents.

Further studies have shown that emergency department visits and hospital admissions are higher in states with lower population vaccination coverage and emergency department visits and hospital admissions are lower in states with higher vaccination coverage (Siegel DA, Reses HE, Cool AJ, et al. Trends in COVID-19 Cases, Emergency Department Visits, and Hospital Admissions Among Children and Adolescents Aged 0-17 Years - United States, August 2020-August 2021).

In addition to statements made by the State Superintendent of Public Instruction and the Los Angeles County Department of Public Health Director in support of COVID-19 vaccination among eligible students, Dr. Anthony Fauci has also made public statements in support of COVID-19 vaccination for eligible students as a safety measure in schools.

With the return to full-time, in-person instruction for all students choosing to return to LAUSD school facilities for the 2021-22 school year, continued high COVID-19 transmission rates due to the surge of the Delta variant and high rates of cases among school age children due to transmission, vaccination of all eligible and non-exempt students provides the strongest protection to the health and safety of all students and staff in the LAUSD school communities.

Expected Outcomes:

Should the Board of Education adopt the Resolution, Superintendent and her designees will implement reasonably necessary measures requiring all LAUSD and charter school students on co-located LAUSD facilities who are eligible to receive the COVID-19 vaccine, excluding those students with qualified and approved exemptions under LAUSD's existing immunization policies, to become vaccinated as a mandatory precondition to accessing LAUSD school facilities, as follows:

- All students who are 12 years of age and older and are part of in-person extracurricular programs must receive their first vaccine dose by no later than October 3, and their second dose by no later than October 31, 2021;
- All students who are 12 years of age and older must receive their first vaccine dose by no later than November 21, 2021 and their second dose by no later than December 19, 2021;
- All other students must receive their first vaccine dose by no later than 30 days after their 12th birthday, and their second dose by no later than 8 weeks after their 12th birthday.

File #: Rep-091-21/22, Version: 2

Board Options and Consequences:

If the Board of Education adopts the Resolution, all LAUSD and charter school students on co-located District school facilities who are eligible to receive the COVID-19 vaccination, excluding those students with qualified and approved exemptions and as aligned with conditional admissions policies, will be required to become vaccinated and provide proof of vaccination as a mandatory precondition to accessing LAUSD school facilities. If the Resolution is not adopted by the Board of Education, the COVID-19 vaccination items in the Resolution will not be required at this time. Staff will continue all efforts to provide equitable access to COVID-19 vaccinations.

Policy Implications:

As a local educational agency and agency of the state, the District has the obligation to implement educational policies, operate public schools, and safeguard the educational, health and safety needs of all LAUSD students, staff and communities within its geographic boundaries. Further, LAUSD policies and practices relating to charter schools, and health, safety, and emergency procedures and requirements applicable to facilities and related operations, require co-located charter schools to comply with the Resolution as a condition of occupancy of LAUSD facilities. Student vaccination records and information will be maintained securely and confidentially in accordance with all laws governing the privacy of student health information and other student records.

Budget Impact:

Per CDC, the COVID-19 vaccine is available to everyone at no cost, regardless of insurance or immigration status. Administrative costs for implementing the requirement are covered within the existing Path to Recovery budget for the 2021-2022 fiscal year.

Student Impact:

Adoption of the Resolution will result in the safest school environments possible and minimize disruption to full-time, in-person instruction brought about by the COVID-19 pandemic.

Issues and Analysis:

The COVID-19 pandemic and the national, state, and local orders have caused considerable challenges for public schools, including but not limited to the closure of all LAUSD school facilities for in-person instruction and resulting in distance learning for most of the 2020-21 school year. Although LAUSD returned to full-time, in-person instruction for all LAUSD and charter school students choosing to return to LAUSD school facilities for the 2021-22 school year, COVID-19 continues to pose a material threat to the health and safety of all students within the LAUSD community despite the implementation of layered mitigation measures, including, but not limited to, COVID-19 testing and masking. The surge of the Delta variant and community transmission of COVID-19, including among school age children, has proven to be disruptive to full-time, in-person instruction and student learning. In light of the effectiveness and safety of the COVID-19 vaccines, the CDC, CDPH, and LACDPH have deemed the vaccine appropriate by unanimously recommending that all eligible persons be vaccinated, including children 12 years of age and older. Accordingly, although LAUSD has implemented the highest safety measures to mitigate the spread of COVID-19 at schools, vaccination of all eligible and non-exempt students provides the strongest protection to the health and safety of all students and staff in the LAUSD school communities.

Attachments:

Attachment A - Superintendent's Resolution Requesting the Board of Education of the Los Angeles Unified School District to Require COVID-19 Vaccination for Eligible Students.

File #: Rep-091-21/22, **Version:** 2

Informatives:
Not Applicable.

Submitted:
9/9/2021

File #: Rep-091-21/22, Version: 2

RESPECTFULLY SUBMITTED,



MEGAN K. REILLY
Interim Superintendent

APPROVED & PRESENTED BY:



PEDRO SALCIDO
Interim Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

Approved as to form.

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

Approved as to budget impact statement.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
SUPERINTENDENT’S RESOLUTION REQUESTING THE BOARD OF EDUCATION
OF THE
LOS ANGELES UNIFIED SCHOOL DISTRICT TO REQUIRE
COVID-19 VACCINATION FOR ELIGIBLE STUDENTS**

WHEREAS, the Los Angeles Unified School District (LAUSD) is both a local educational agency as well as an agency of the state for purposes of implementing educational policy and operation of public schools to safeguard the educational, health and safety needs of Los Angeles Unified’s students and community as a whole within its geographic boundaries;

WHEREAS, LAUSD is charged by law to ensure appropriate public education for all students residing within its boundaries and is obligated to ensure the health and safety of all students within its schools and facilities;

WHEREAS, LAUSD has a constitutional mandate obligation to deliver the highest-quality instruction in the safest environment possible;

WHEREAS, the American Academy of Pediatrics recommend the COVID-19 vaccine for all persons over 12 years of age and stated that “Children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online;”

WHEREAS, LAUSD is the second largest school district in the country, enrolling more than 600,000 students from Pre-K through its adult education program, operating approximately 1,200 schools throughout Los Angeles area, overseeing 278 affiliated and independent charter schools within its jurisdiction, and sharing LAUSD facilities with charter schools that serve tens of thousands of students in TK/K through grade 12;

WHEREAS, LAUSD has implemented high standard of multi-layered safety measures including COVID-19 testing, masking, ventilation, screening, high quality sanitation measures, and requirement for all employees to be vaccinated, to mitigate the spread of COVID-19 in the school community;

WHEREAS, the above safety measures are effective at mitigating the spread of COVID-19, but vaccination of all eligible and non-exempt students provide the strongest protection to the health and safety of all students and staff in the LAUSD school communities while further protecting against the disruption to full-time, in-person instruction;

WHEREAS, after closure of all LAUSD school facilities for in-person instruction and distance learning through most of the 2020-2021 school year, LAUSD has returned to full-time, in-person instruction for all students choosing to return to LAUSD school facilities for the 2021-22 school year subject to health and safety mitigation measures;

WHEREAS, the World Health Organization (WHO), United States Centers for Disease Control and Prevention (CDC), and the State of California including the California Department of Public Health (CDPH), and the Los Angeles County Department of Public Health (LACDPH) have recognized that the country, state, and county face a life-threatening pandemic caused by the COVID-19 virus;

WHEREAS, COVID-19 rates increased in July-August of 2021 due to the surge of the Delta variant including increasing rates of COVID-19 cases among school age children;

WHEREAS, in recent weeks, the percentage of children hospitalized after testing positive for COVID-19 has been disproportionately rising, indicating that children are at a greater risk from contracting the Delta variant due to high transmission rates with possibility of long-term symptoms from COVID-19;

WHEREAS, COVID-19 is a material threat to the health and safety of all students within the LAUSD community, and is a further threat to the successful return to continuous in-person instruction;

WHEREAS, several vaccines against COVID-19 have been developed that have been demonstrated to be effective in reducing the spread of COVID-19 as well as the severity of COVID-19 for breakthrough cases, preventing nearly all COVID-19 related hospitalizations; and recent CDC studies indicate that infection and hospitalization rates among unvaccinated persons were 4.9 and 29.2 times, respectively, than those in fully vaccinated persons; and, that authorized vaccines were protective against SARS-CoV-2 infection and severe COVID-19 during a period when transmission of the Delta variant was increasing;

WHEREAS, in light of the effectiveness and safety of the COVID-19 vaccines, the CDC, CDPH, and LACDPH have deemed the vaccine appropriate by unanimously recommending that all eligible persons be vaccinated, including children 12 years of age and older;

WHEREAS, the State Superintendent of Public Instruction and the Los Angeles County Department of Public Health Director support COVID-19 vaccination among all eligible and non-exempt students;

WHEREAS, LAUSD school facilities are shared with students who attend charter schools, which as a condition of occupancy and use are required to comply with, among other things, facilities agreements, applicable laws and regulations, LAUSD policies and practices relating to charter schools, and health, safety, and emergency procedures and requirements applicable to facilities and related operations; and,

WHEREAS, based upon the foregoing, the Superintendent brings forward this Resolution for Board of Education action to adopt the requirement that all eligible, non-exempt LAUSD students and charter school students in co-located LAUSD facilities receive the COVID-19 vaccination as a condition to accessing in-person instruction in order to best ensure the health and safety of all students, staff, and community and best protect against future disruptions to full-time, in-person instruction threatened by the COVID-19 pandemic.

IT IS HEREBY RESOLVED that to ensure the continued delivery of the highest-quality public instruction in the safest environment possible, the Board of Education approves the Superintendent to implement reasonably necessary measures requiring all LAUSD and charter school students on co-located school sites who are eligible to receive the COVID-19 vaccine, excluding those students with qualified and approved exemptions and conditional admissions under LAUSD's existing immunization policies, to become vaccinated against COVID-19 as a mandatory precondition to accessing LAUSD school facilities, as follows:

- All students who are 12 years of age and older and are part of in-person extracurricular programs must receive their first vaccine dose by no later than October 3, and their second dose by no later than October 31, 2021;
- All students who are 12 years of age and older must receive their first vaccine dose by no later than November 21, 2021 and their second dose by no later than December 19, 2021;
- All other students must receive their first vaccine dose by no later than 30 days after their 12th birthday, and their second dose by no later than 8 weeks after their 12th birthday.

IT IS FURTHER RESOLVED that the Superintendent is given approval by the Board of Education to require all students eligible to receive the COVID-19 vaccine and subject to the timeline outlined above to provide proof of vaccination uploaded and approved in LAUSD's Daily Pass program before January 10, 2022, in order to be permitted on LAUSD school facilities, except for those students with qualified and approved exemptions and conditional admissions.

IT IS FURTHER RESOLVED that the Board of Education approves the Superintendent, to ensure student vaccination records and information are maintained securely and confidentially in accordance with all laws governing the privacy of student health information and other student records.

IT IS FURTHER RESOLVED that the Board of Education and Superintendent are committed to ensuring all students have access to the COVID-19 vaccine and, therefore, the Board of Education directs the Superintendent to implement reasonably necessary measures to ensure equitable student access to the COVID-19 vaccine and provide LAUSD's students and families accurate information about the vaccine.

IT IS FURTHER RESOLVED that the Board of Education directs the Superintendent to monitor LAUSD's testing and vaccination data and determine when to allow an exemption for vaccinated students to LAUSD's current weekly COVID-19 testing requirement.

IT IS FURTHER RESOLVED that the Governing Board of the Los Angeles Unified School District adopts this Resolution as part of LAUSD's policies and practices as they relate to LAUSD and charter schools that are co-located on District sites, and as part of LAUSD's health, safety, and emergency procedures and requirements applicable to facilities and related operations.

IT IS FURTHER RESOLVED that all references in this Resolution to “LAUSD and charter school students on co-located LAUSD school facilities” (or similar) means and applies to (1) students attending LAUSD schools, and (2) students attending charter schools on co-located LAUSD school facilities.

ADOPTED, SIGNED and APPROVED by the Board of Education of the Los Angeles Unified School District on the __ day of September, 2021, by the following vote:

Board Member	Ayes	Noes	Abstain	Absent
George McKenna				
Monica Garcia				
Scott Schmerelson				
Nick Melvoin				
Jackie Goldberg				
Kelly Gonez				
Tanya Ortiz Franklin				
Parishi Kanuga (advisory only)				
Total:				

President of the Board of Education of the
Los Angeles Unified School District

Attested to:

Clerk of the Board of Education of the
Los Angeles Unified School District

Coversheet

ESSER II & ESSER III Allocations

Section: VI. Finance
Item: A. ESSER II & ESSER III Allocations
Purpose: Vote
Submitted by:
Related Material: XI_A - Board Motion_ ESSER II and III Allocation_10-26-21.pdf
ESSER II and ESSER III Expenditure Plan - revised 10-26-21.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

October 26, 2021

TOPIC/ AGENDA ITEM:

XI. FINANCE

A. ESSER II and ESSER III Allocation

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Administrative team, Long Term Strategic Planning (LTSP) Committee and Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the ESSER II and ESSER III spending plan. The ESSER II and ESSER III funds (Elementary and Secondary School Emergency Relief) are Federal funds that were allocated as part of the December 2020 and March 2021 COVID Federal Stimulus Bills.

PCHS expects to receive approximately \$3.19 Million in ESSER II & ESSER III funding and must spend the funds by September 30, 2024. In general, the funds are required to support & enhance student learning opportunities, mitigate learning loss, or be used to respond to over and above needs driven by the pandemic.

As a condition of receiving the grant/funds, PCHS' governing board must approve the Expenditure Plan, using the required template provided by the CDE.

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

The action requested of the Board today will ensure compliance with this CDE requirement and ensure full grant funding.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the ESSER II and ESSER III Expenditure Plan.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the ESSER II/III Expenditure Plan.

RECOMMENDED MOTION:

“To approve the ESSER II and ESSER III Expenditure Plan.”

Juan Pablo Herrera
Chief Business Officer

ESSER II & ESSER III Spending Plan

October 26, 2021

PCHS estimated ESSER II and ESSER III allocation is \$3,193,211

In December of 2020 and March of 2021, Federal Stimulus Bills were approved that infused trillions of dollars into the US economy

The portion of stimulus funds allocated for education is known as ESSER Funding

- ESSER II: PCHS allocation is **\$983,292**
- ESSER III: PCHS allocation is **\$2,209,919**

PCHS needs to develop a spending plan for the \$3,193,211 of relief funds

The funds must be spent by **September 30, 2024** and have restricted uses

Allowable Uses of ESSER II/III Funds

The allowable uses can be found on the CDE website [here](#)

To summarize: PCHS can use the relief funds in the following ways:

- Any increases to support/enhance student learning opportunities or to mitigate learning loss
- Activities to address the unique needs of high needs students*
- To coordinate emergency preparedness and respond to the impacts of the coronavirus pandemic (on-site and to prepare for long-term closures)
- Facilities: any repairs/improvements to reduce the risk of virus transmission and support student health needs

Some key areas: mental health, training & development, safety, health/wellness, assessments, curriculum development, technology, paraprofessionals, nutrition, retaining staff, etc.

Overview of COVID Relief Funds

Federal Relief Funds

2021-22 State Budget Relief Funds

\$1.69
Million

\$983k

\$2.2
Million

\$969k

\$2.05
Million

March 2020 Federal
Stimulus (**ESSER I +
Learning Loss
Mitigation Funds**)

Dec 2020 Federal
Stimulus
ESSER II

March 2021
Federal Stimulus
ESSER III

2021-22 State Budget
**In-Person Instruction
Grant**

2021-22 State Budget
**Extended Learning
Grant**

100% Allocated/spent
mainly on facilitating
distance learning &
operational needs (PPE,
supplies)

TBD

TBD

100% allocated on
supporting the return to
campus activities, safety
& health/wellness

100% allocated on tech,
PD, mental health,
extending instructional
time, tutoring, and
nutrition.

PCHS
ESSER II & III Spending Proposal

Grant			ESSER II/III	Description of Expense
Support Strategy	Exp Category	Obj Code		
Mental Health	Consulting	5810	\$ 280,000	Temporary increase of 1.0 FTE in 22-23 1.0 FTE and 23-24 (1.0 FTE = 5 days of support per week).
Tutoring	Classified Salaries	2920	\$ 240,000	Offer expanded hours for in-person and virtual tutoring offering in 21-22, 22-23, and 23-24 (\$200k). This includes additional tutoring hours (staff/peer tutors) before/during/after school. Also, modernization of study center to create a more inviting and usable space to increase effectiveness of study center (\$40k)
Extending Instructional Learning Time (Sat School, Summer School, virtual learning expansion, instruction during isolation/quarantine periods)	Certificated Salaries	1110	\$ 69,999	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Options include increasing virtual academy in 2021-22, Saturday School in 22-23, or additional summer school needs in '23.
Technology	Non-Captial Exp	4410	\$ 903,712	student devices, in-classroom tech needs, license/subscription renewal, 21-22 infrastructure needs (\$235k), audio visual needs, student devices, in-classroom tech needs , license/subscription renewal, etc... See appendix page for technology related expenses.
Counseling & Career Support	Certificated Salaries	1110	\$ 163,000	Additional counselor support in 21-22 (40-80 planning hrs) & 22-23 including additional hours (80) & PSAT for assessment and/or college readiness (\$43k)
Intervention Support	Certificated Salaries	1110	\$ 294,500	Auxiliaries (up to 9) focused on intervention support in 22-23 & 23-24 (\$135k) & a temporary intervention counseling support personnel for 21-22 (\$69k) & 22-23 (\$90.5k)
Paraprofessionals	Classified Salaries	2920	\$ 305,000	Up to 8 temporary Paraprofessionals through 2023-24, based on need. Focus areas are SpEd aids, Math paraprofessionals or in-classroom support (TA's) to mitigate learning loss and provide additional student support
PD (salary)	Certificated Salaries	1110	\$ 196,000	Additional PD opportunities in 22-23 and 23-24. Both school-wide and department specific PD as identified by administrative team and department chairs.
PD (conference)	Conferences	5220	\$ 35,000	to address learning loss needs in classroom
Nutrition	Non-Captial Exp	4410	\$ 25,000	Cafeteria infrastructure needs in 21-22 (repairs or equipment upgrades) or additional temporary support staff to help mitigate long lunch lines in 2021-22
Safety/Operations	Consulting/Operations Supplies	5810/5510	\$ 413,000	Pali Academy HVAC (\$25k), automatic exit gate (\$30k), 2 Boilers (\$90k), PPE (\$18k) and 21-22 additional security/janitorial staffing needs (\$250k)
Increasing access to IMA	Instructional Materials	4300	\$ 80,000	Additional instructional material allocation (IMA) needs for 21-22, 22-23 & 23-24. Allocation is based on need and identified via Department Chairs & Administrators.
Staff support in high need areas	Classified Salaries	2900	\$ 95,000	Hours allocated towards areas of need to address learning loss: Attendance/Absenteeism Outreach (\$20k), VAPA Technician (\$15k), Copy Clerk (\$15k), emergency substitutes due to COVID absences (\$45k) etc.
Transportation/Security Increases: COVID Impact	Consulting	5810	\$ 93,000	9% rate increase attributed to industry costs and pandemic related expenses across all PCHS transportation in 2021-22 (\$70k). 10% increase attributed to industry costs for PCHS security vendor in 2021-22 (\$23k).

Total \$ **3,193,211**

TOTAL ESSER II/III Expenses

PCHS
ELO, ESSER II & III Spending Timeline

Grant	Exp Category	Obj Code	ELO	ESSER II/III	ESSER II/III	ESSER II/III	Description of Expense
Support Strategy			2021-2022		2022-2023	2023-2024	
Mental Health	Consulting	5810	\$ 220,432		\$ 140,000	\$ 140,000	Temporary increase of 1.0 FTE in 22-23 1.0 FTE and 23-24 (1.0 FTE = 5 days of support per week).
Tutoring	Classified Salaries	2920	\$ 150,000	\$ 40,000	\$ 100,000	\$ 100,000	Offer expanded hours for in-person and virtual tutoring offering in 21-22, 22-23, and 23-24 (\$200k). This includes additional tutoring hours (staff/peer tutors) before/during/after school. Also, modernization of study center to create a more inviting and usable space to increase effectiveness of study center (\$40k)
Extending Instructional Learning Time (Sat School, Summer School, virtual learning expansion, instruction during isolation/quarantine periods	Certificated Salaries	1110	\$ 205,000	\$ 23,333	\$ 23,333	\$ 23,333	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Options include increasing virtual academy in 2021-22, Saturday School in 22-23, or additional summer school needs in '23.
Technology	Non-Captial Exp	4410	\$ 450,000	\$ 903,712	\$ -	\$ -	student devices, in-classroom tech needs, license/subscription renewal, 21-22 infrastructure needs (\$235k), audio visual needs, student devices, in-classroom tech needs , license/subscription renewal, etc... See appendix page for technology related expenses.
Counseling & Career Support	Certificated Salaries	1110	\$ 28,667		\$ 81,500	\$ 81,500	Additional counselor support in 21-22 (40 planning hours) and 22-23 including additional hours (80) & PSAT for assessment and/or college readiness (\$43k)
Intervention Support	Certificated Salaries	1110	\$ 184,350	\$ 74,500	\$ 152,500	\$ 67,500	Auxiliaries (up to 10) focused on intervention support. In 22-23 & 23-24, Auxiliaries (up to 9) focused on intervention support: (\$135k) & a temporary intervention counseling support personnel for 21-22 (\$70k) & 22-23 (\$80k)
Paraprofessionals	Classified Salaries	2920	\$ 286,396		\$ 305,000		21-22: 4 additional Paraprofessionals (SpEd). Remaining amount to fund Math paraprofessionals. 22-23: Up to 5 Paraprofessionals based on need. Focus areas are SpEd aids or Math paraprofessionals.
PD (salary)	Certificated Salaries	1110	\$ 250,000		\$ 98,000	\$ 98,000	mental health and socio-emotional learning (cost of PD and paid PD hours) through start of 22-23 school year. Additional PD for 22-23 and 23-24
PD (conference)	Conferences	5220			\$ 17,500	\$ 17,500	to address learning loss needs in classroom
Nutrition	Non-Captial Exp	4410	\$ 25,000	\$ 25,000	\$ -	\$ -	Cafeteria infrastructure needs in 21-22 (repairs or equipment upgrades) or additional temporary support staff to help mitigate long lunch lines in 2021-22.
Safety/Operations	Consulting/Operations Supplies	5810/5510		\$ 413,000	\$ -	\$ -	Pali Academy HVAC (\$25k), automatic exit gate (\$30k), 2 Boilers (\$90k), PPE (\$18k) and 21-22 additional security/janitorial staffing needs (\$250k)
Increasing access to IMA	Instructional Materials	4300		\$ 30,000	\$ 30,000	\$ 20,000	Additional instructional material allocation (IMA) needs for 21-22, 22-23 & 23-24. Allocation is based on need and identified via Department Chairs & Administrators.
Staff support in high need areas	Classified Salaries	2900		\$ 95,000			Hours allocated towards areas of need to address learning loss: Attendance/Absenteeism Outreach (\$20k), VAPA Technician (\$15k), Copy Clerk (\$15k), emergency substitutes (\$45k) etc.
Transportation/Security Increases: COVID Impact	Consulting	5810	TBD	\$ 93,000			9% rate increase attributed to industry costs and pandemic related expenses across all PCHS transportation in 2021-22 (\$70k). 10% increase attributed to industry costs for PCHS security vendor in 2021-22 (\$23k).

Total **\$ 2,051,780** **\$ 1,697,545** **\$ 947,833** **\$ 547,833**

TOTAL ESSER II/III Expenses **\$ 3,193,211**

APPENDIX

TECHNOLOGY

Priority	Description of Expenditure	Amount Needed	Amount Proposed	Rationle of Expense
1	21-22 Infrastructure Needs	\$ 235,000.00	\$235,000.00	Upgrade campus technology infrastructure; stroage, backup, and SAN data servers
2	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.
3	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.
4	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.
5	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
6	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
7	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.
8	Laptop Chargers	\$ 16,000.00	\$0.00	Each classroom will be issued (3) Chrombook 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

9	Charging Stations	\$ 6,500.00	\$0.00	Each classroom will be issued a multiple-port USB charging station for charging laptops, phones, tablets, etc.
10	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, AI-powered learning tools such as Thinkster for Math, SelectQ for SAT Prep), etc)
	Student Technology Club Supplies & Fees	\$ 100,000.00	\$0.00	TARC Rocketry Kits, application fees, transportation to competitions. Arduino & Parallax robot kits for Girls Who Code, 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)
	TOTAL	\$ 2,856,190.00	\$904,762.50	

Notes:

Priority items #5 & #6 (PD/learning courses): will seek funding via existing PD allocation

Priority items #8 & #9 (charging stations): will seek funding via Booster Club grant

TENTATIVE - ELO Spending Proposal		
Description of Expenditure	Amount	Rationale of Expense
Classroom Labs Refresh #2	\$173,200	Refresh the following labs with modern devices appropriate for the programs being taught. As class sizes have increased but lab stations have not, include additional lab stations and network/power infrastructure as needed. Labs to be considered are J100, J108, J109.
Faculty & Staff Device Refresh	\$25,000	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.
AV Updates & Repairs	\$120,000	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.
Student Printing	\$75,000	A dedicated student print center has been a long needed student support. Pali Academy lacks any resource accessible to all students and the PCHS main campus has the Library and the Study Center, both of which close multiple times throughout the year, often concurrently, leaving students with zero available resources. A modern printing solution where students can print remotely from anywhere on campus, go to any student printer and recall their print job is needed. Devices and services such as this are easily attached to our larger copier contract, which could provide 2 color printers in the Study Center, 1 in the Library, and one at Pali Academy. An additional location with 1 Printer accessible to students year round and all day (7am-4pm) should be identified on the main campus.
Pali Pro (PTV) Streaming Equipme	\$24,000	Replace & Update Pali Pro (PTV) streaming and filming equipment to include new hardware and software to support Graduations, Other Special Events, VAPA, Athletics, etc.
Digital Art Classroom Tech Equipm	\$13,500	Replace & Update Pali Pro (PTV) streaming and filming equipment to include new hardware and software to support Graduations, Other Special Events, VAPA, Athletics, etc.
E105 Art Tech Equipment	\$13,500	Replace & Update Pali Pro (PTV) streaming and filming equipment to include new hardware and software to support Graduations, Other Special Events, VAPA, Athletics, etc.

TOTAL **\$444,200**

Note: Tentative Plan (as of June 22, 2021 approved Budget)

SAFETY/OPERATIONS

PCHS has assumed additional pandemic related expenditures to ensure student/staff safety

The approved 2021-22 PCHS budget assumed a full return to in-person instruction. PCHS acknowledged that there would be additional costs related to reopening in a safe way, but did not know to what extent what the reopening safety measures would look like and therefore, did not account for these expenses in our approved budget. The B&F committee determined we would discuss and fund pandemic related expenses via Relief Funds.

	Prior to 8/15	CURRENT	IMPACT TO PCHS
Campus Access	Vaccination OR Covid test from past 14 days	Weekly COVID test required	Longer check-in (entry) process
Staffing	6 security campus aids	4 security campus aids (2 are on leave)	Understaffed by 2 FTE
Vendors	Uniserve (janitorial) and Joffe (security)	Uniserve & Joffe cannot “meet our needs” so we are working with 2 additional vendors	Brought on Regis Staffing (janitorial/misc) & TPE (security) to meet janitorial & security needs

Palisades Charter High School - 2021-2022				
Palisades Charter High School - Special Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM				
COVID Related Expenses				
Category	Description	Amount spent to date (9/17/21)	Projected additional expenses (through 10/31/21)	Comments/Total Projected Expenses
Salaries	Morning Check-in	\$ 4,500.00	\$ 30,654.00	Assumes 12 staff @ \$50 stipend / \$655 day
Supplies	Thermometers	\$ 1,091.23	\$ 250.00	
Supplies	K95 Masks	\$ 1,225.85	\$ 1,225.85	Replenishing KN95 mask inventory
Supplies	Classroom fans	\$ 2,971.67	\$ -	
Consulting	Regis Staffing - Add'l custodial (July-Aug 13th)	\$ 34,449.26	\$ 49,500.00	Avg: \$1.1k per day
Consulting	TPE - security guard services (Aug)	\$ 21,375.75	\$ 78,000.00	TPE avg: \$2k per day
	Total	\$ 71,251.26	\$ 159,629.85	\$ 230,881.11
Custodial/Security Planned Expenditures (already accounted for in 21-22 approved budget)				
Consulting	Joffe - Security (July)	\$ 10,871.20	\$ 32,613.60	Based on 2 security guards through Oct
Consulting	Uniserve Custodial (July)	\$ 31,997.88	\$ 108,255.00	Based on Uniserve contract for Aug - Oct
Assumptions: Sept/Oct includes 39 instructional days Shared at September Board of Trustees Meeting		Powered by BoardOnTrack		61 of 181

The chart below outlines the additional “staffing” costs incurred through 10/31/21 as well as potential costs through 6/30/22

- Some of the expenses are attributed to the following:
 - replacing our 2 campus aides
 - filling the gap that our current janitorial/security vendors cannot meet.

Category	Description	Amount spent through 9/17/21	Projected additional expenses (through 10/31/21)	Projected expense through 6/30/2022	Total Projected Expenses
Salaries	Morning Check-in	\$4,500	\$30,654	\$15,000	\$50,154
Consulting	Regis Staffing - Add'l custodial (July-Aug 13th)	\$34,449	\$49,500	TBD	\$83,949
Consulting	TPE - security guard services (Aug)	\$21,376	\$78,000	TBD	\$99,376
Consulting	Projected expense of back-filling 2 campus aids for 2021-22			\$95,328	\$95,328
	Total	\$60,325	\$158,154	\$110,328	\$328,807

- The \$328,807, is not a true incremental cost.

Assumptions:

- Estimate to back-fill 2 security guards
 - Notes: based on 8 hour work day. Amount will vary based on return-to-work date.

Backfilling 2 campus aids (TPE security)			
Rate	\$30 Rate	\$33 Rate	
Days	60 days	126 days	
Daily Rate	\$ 240	\$ 264	
Total	\$ 14,400	\$ 33,264	\$ 47,664
Total for 2	\$ 28,800	\$ 66,528	\$ 95,328

- Prior sheet also assumed 5 internal employees facilitating with morning check in through early Jan (60 instructional days)

GOALS (LCAP & WASC)

2021-2024 LCAP Goals



WASC Goals

WASC Goals

1. Continuously narrow the **educational opportunity gap** between white, Asian American students and African American and Latino students through increasing capacity by:
2. Continuously diversify and personalize PCHS staff **Professional Development** to include training in the following areas:
3. Develop a system of centralized, expedient, external and internal data collection, analysis, and **communication** in order to:
4. Develop and implement a **revised school-wide Technology Plan** that provides equitable access to educational technology resources in order to **increase student achievement**.
5. Transportation: Pursue available funding to **subsidize transportation** for PCHS families who can least afford it, and provide alternative transportation options in order to sustain PCHS' diversity.
6. Develop and maintain a **positive and equitable school climate and culture** by:
7. Expand and continuously **improve PCHS's systemic student support** by:
8. **Maintenance/Facilities**: PCHS will continue to work with LAUSD to maintain a clean facility in good repair (space and aging infrastructure):

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palisades Charter High School	Pamela Magee, EdD Executive Director/Principal	pmagee@palihigh.org (310) 230-6623

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
PCHS Expanded Learning Opportunities (ELO) Grant	PCHS' ELO grant to supplemental support for students in 2021-22. Plan can be accessed here .
2021-2024 Local Control & Accountability Plan (LCAP)	PCHS' LCAP which outlines the school's goals, actions and expenditures to support students in 2021-2022 and the subsequent years. Plan can be found here .

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,209,919

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$773,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,140,499
Use of Any Remaining Funds	\$296,420

Total ESSER III funds included in this plan

\$2,209,919

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

PCHS consulted with various stakeholder groups in order to identify areas of immediate need and support.

Specifically, PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its ESSER III Expenditure Plan. Specifically, PCHS held public meetings in August, September & October to solicit feedback at the Long-Term Strategic Planning committee (LTSP), and Budget & Finance committee meetings. In addition, PCHS leveraged the Academic Accountability committee, Department Chair meetings and a schoolwide survey in order to identify areas of need and prioritize spending.

A description of how the development of the plan was influenced by community input.

The ESSER III Expenditure Plan was developed in a transparent and collaborative way, with stakeholder input. PCHS leveraged the Long-Term Strategic Planning Committee (LTSP) meeting in March, April & May to solicit feedback for the Local Control & Accountability Plan (LCAP) and the Extended Learning Opportunities (ELO) Grant. This feedback was the starting point for our ESSER III discussions. In August of 2021, PCHS held a public meeting at LSTP to solicit stakeholder input. The feedback was then discussed at the August Budget & Finance committee. In September 2021, we developed a schoolwide survey which was reflected of stakeholder feedback and discussed the findings at the September LTSP meeting. The survey results will be shared (names/emails redacted) for complete transparency. In October, the Budget & Finance committee will also discuss the ESSER III spending plan and recommend it for Board approval.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$773,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe & Positive School Environment (LCAP Goal #3)	Increase in Mental Health Support/Offerings	Provide additional mental health services through 2023-24, including temporary increase of 1.0 FTE in 2022-23 and 1.0 FTE increase in 2023-24.	\$280,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe & Positive School Environment (LCAP Goal #3) & Modernization (LCAP Goal #4)	Immediate Needs to address student/staff safety and operational response to the COVID pandemic	HVAC updates to Pali Academy, PPE supplies, safety equipment, boiler replacement and additional temporary staffing to ensure student safety via janitorial/security personnel.	\$413,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Increasing access to Instructional Materials (IMA)	Additional instructional material allocation in 2021-22 through 2023-2024 to better engage students, minimize sharing, increase social distancing and support academic achievement.	\$80,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,140,499

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Increase tutoring services	Offer expanded hours for in-person and virtual tutoring offering through 2023-24. This includes additional tutoring hours (staff/peer tutors) before, during and after school. Also, maximizing the usage of the study center.	\$240,000
Increasing Proficiency & Academic	Extending Opportunities for Instructional Learning Time	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods.	\$69,999

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Achievement (LCAP Goal #1)		Actions include virtual academy expansion, virtual Saturday School or additional summer school support.	
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Additional Paraprofessionals to provide in-classroom support	Up to 8 temporary Paraprofessionals through 2023-24, based on need. Focus areas are SpEd aids, Math paraprofessionals or in-classroom support (TA's) to mitigate learning loss and provide additional student support	\$305,000
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Intervention Support	Temporary auxiliaries (up to 9) focused on intervention support in 22-23 & 23-24 (\$135k) & a temporary intervention counseling support personnel for 21-22 (\$69k) & 22-23 (\$90.5k)	\$294,500
Increasing Proficiency & Academic Achievement (LCAP Goal #1)	Additional Professional Development Opportunities	Professional development (PD) for teachers and staff to increase socio-emotional support in the classroom and to support other growth areas. Both school-wide and department specific PD.	\$231,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$296,420

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Increasing Proficiency & Academic Achievement (LCAP Goal #1) & Modernization (LCAP Goal #4)	Increasing access to technology and connectivity	Increasing access to technology including audio visual needs, student/staff devices, in-classroom technology needs, educational subscriptions and additional needs in order to support student success.	\$296,420

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase in Mental Health Support/Offerings	Gauge effectiveness and use of mental health resources. Key metrics will be identified including quantity of students impacts, sub-groups served and qualitative/quantitative data.	Monthly monitoring to track effectiveness of mental health offerings.
Increase tutoring services	Gauge effectiveness and use of tutoring services (and study center). Key metrics will be identified including quantity of students impacts, sub-groups served, hours, and qualitative/quantitative data to confirm effectiveness of tutoring.	Monthly monitoring to track effectiveness of tutoring support offerings.
Extending Opportunities for Instructional Learning Time	Gauge effectiveness and implementation of extended instructional learning time). Key metrics will be identified including quantity of students impacts, sub-groups served, and	Monthly monitoring.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	qualitative/quantitative data to confirm effectiveness of expanded learning time offerings.	

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Coversheet

LAUSD Notice of Concern - LCAP Matrix

Section: VII. Governance
Item: A. LAUSD Notice of Concern - LCAP Matrix
Purpose: Vote
Submitted by:
Related Material: VII_A - Board Motion_2021-2024 LCAP.pdf
2021 LCAP Revision_Draft.pdf
PALIHS 8798_2021-2022 LCAP Review Final.pdf



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

October 26, 2021

TOPIC/ AGENDA ITEM:

VII. GOVERNANCE

A. LAUSD Notice of Concern (LCAP Matrix – Revised LCAP)

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO/Finance, Administrative team, Long Term Strategic Planning (LTSP) Committee and Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the revised 2021-2024 LCAP.

The board approved 2021-2024 LCAP goals, actions and expenditures were developed with stakeholder feedback at the Long-Term Strategic Planning committee (LTSP) and properly vetted through the Budget & Finance committee. However, we are revising the LCAP to include feedback from LAUSD. PCHS was notified of additional metrics to include, which have now been captured in the revised LCAP.

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

The action requested of the Board today will ensure compliance with this CDE requirement.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the revised LCAP.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the Revised LCAP.

RECOMMENDED MOTION:

“To approve the Revised Local Control & Accountability Plan (LCAP) for 2021-22.”

Juan Pablo Herrera
Chief Business Officer

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palisades Charter High School

CDS Code: 1964733 1995836

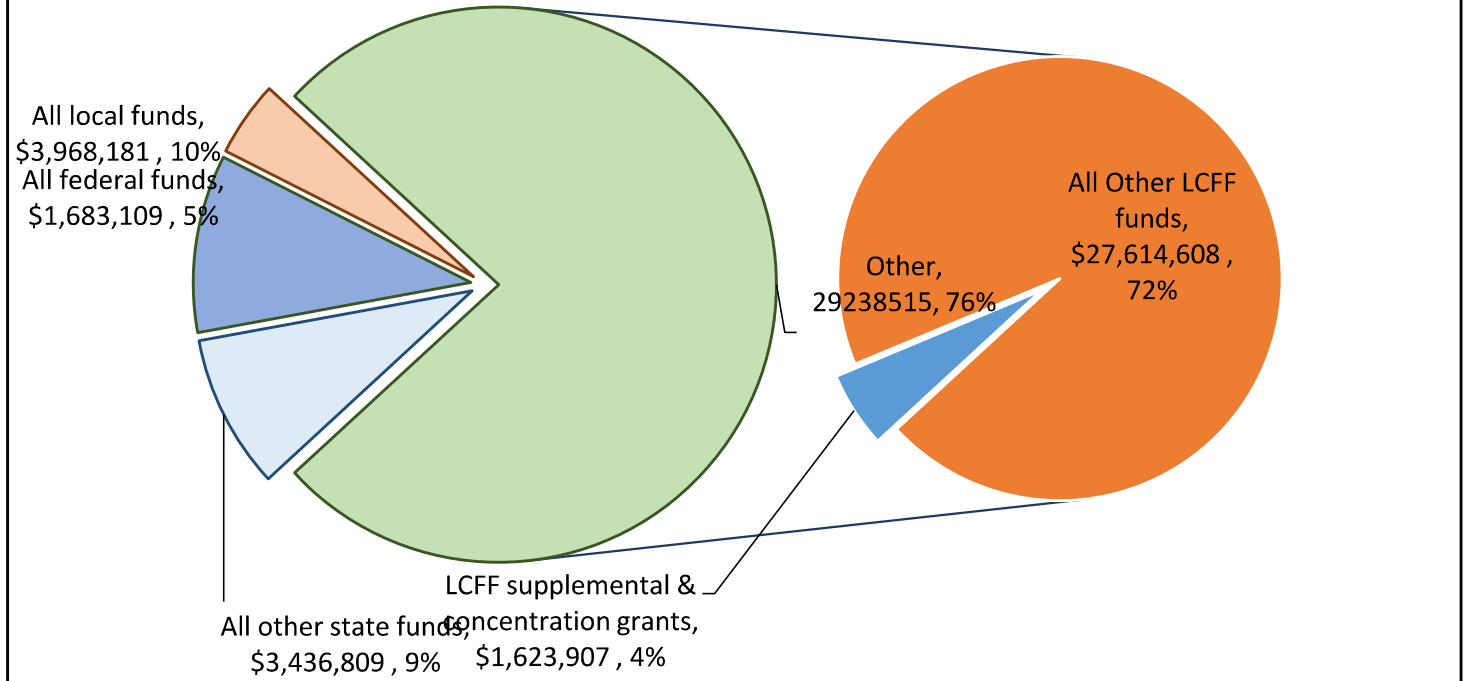
School Year: 2021 – 22

LEA contact information: Juan Pablo Herrera 310-230-7238

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

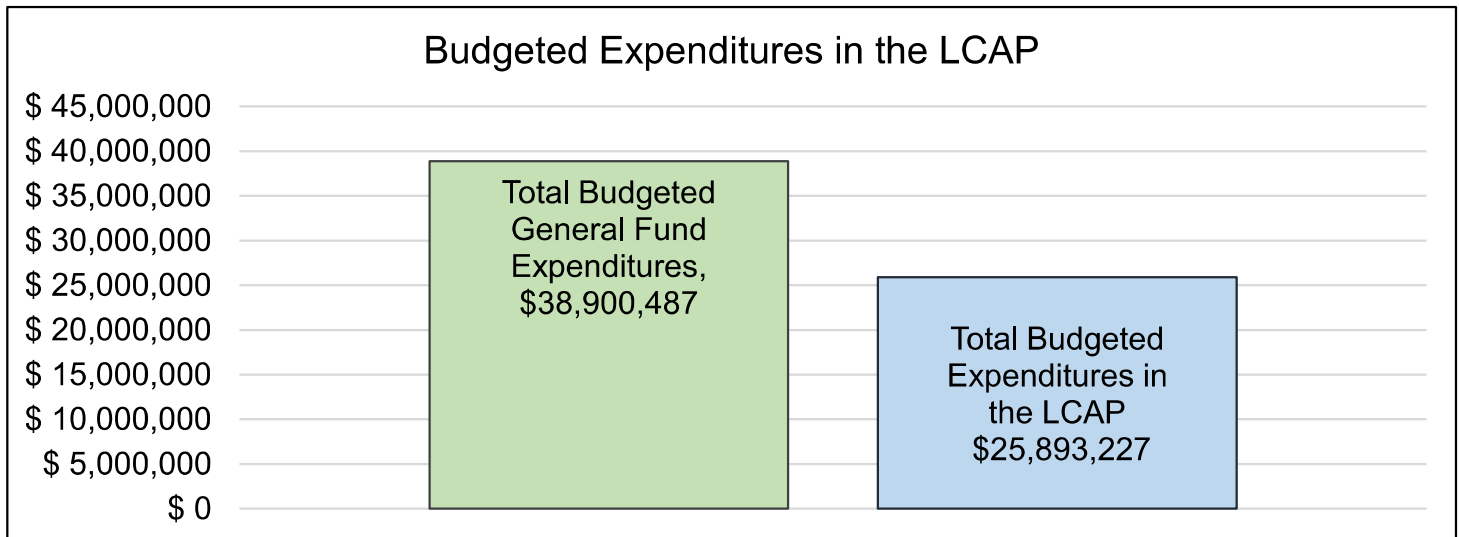


This chart shows the total general purpose revenue Palisades Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Palisades Charter High School is \$38,326,614.00, of which \$29,238,515.00 is Local Control Funding Formula (LCFF), \$3,436,809.00 is other state funds, \$3,968,181.00 is local funds, and \$1,683,109.00 is federal funds. Of the \$29,238,515.00 in LCFF Funds, \$1,623,907.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Palisades Charter High School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Palisades Charter High School plans to spend \$38,900,487.00 for the 2021 – 22 school year. Of that amount, \$25,893,227.00 is tied to actions/services in the LCAP and \$13,007,260.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

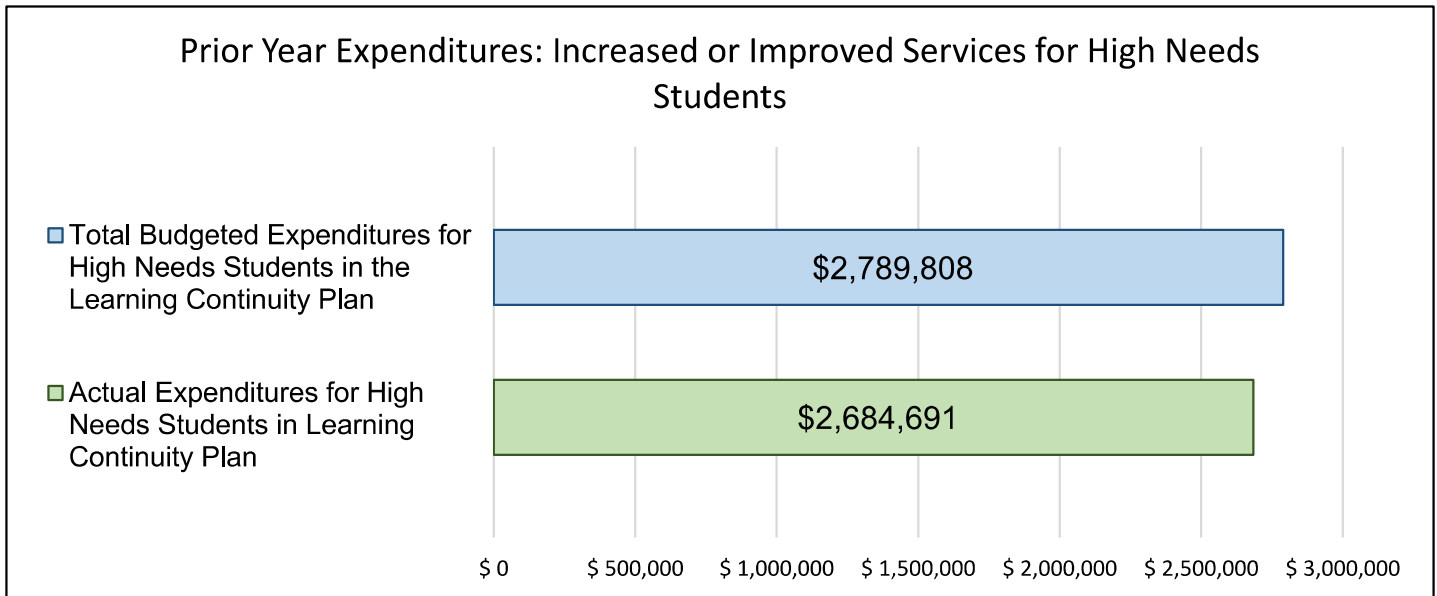
Expenditures not included in the LCAP include expenses for utilities, classified staff, and ancillary services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Palisades Charter High School is projecting it will receive \$1,623,907.00 based on the enrollment of foster youth, English learner, and low-income students. Palisades Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Palisades Charter High School plans to spend \$5,105,099.15 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Palisades Charter High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Palisades Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Palisades Charter High School's Learning Continuity Plan budgeted \$2,789,808.00 for planned actions to increase or improve services for high needs students. Palisades Charter High School actually spent \$2,684,690.76 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$105,117.24 had the following impact on Palisades Charter High School's ability to increase or improve services for high needs students:

The gap in expenditures is a result of lower than expected Tutoring and food distribution expenses. The tutoring expense came in approximately \$80,000 lower than projected and the funds were reallocated to provide Fall/Spring Saturday School, provide additional counselor support in 2nd semester and also to increase intervention efforts in 2nd semester. The food distribution was lower than expected due to low participation in our grab-and-go meal program.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palisades Charter High	Juan Pablo Herrera CBO	jherrera@palhigh.org (310) 230-7238

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

PCHS will continue to hold that teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>% of teachers with credentials or 2019-20 enrolled in credentialing program 100%</p>	<p>100% of teachers hold credential or are enrolled in a credentialing program.</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Palisades Charter High School will continue staffing of instructional programs and review of all teacher credentials per the master schedule.</p>	<p>\$13,153,147 - LCFF - 1000-1999 Certificated Salaries - Teacher Salary \$5,156,926 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$13,366,325 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries \$5,155,562 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>English Learners: Palisades Charter High School will continue to ensure that all teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization.</p>	<p>\$35,000 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional Development - Conferences</p>	<p>\$23,738 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional Development - Conferences</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PCHS Human Resources department has verified that 100% of teachers have a valid teaching credential.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Human Resources department actively monitors and verifies that 100% of teachers have a valid teaching credential. As part of the recruitment and onboarding process, teaching credentials are verified/confirmed to ensure that we achieve this LCAP goal.

Goal 2

All students will have access to standards aligned materials.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
100%	2019-20 100%	100%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.</p>	<p>\$25,289 - LCFF - 4000-4999 Books and Supplies - Textbooks \$105,132 - LCFF - 4000-4999 Books and Supplies - IMA</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Textbooks \$109,224 - Other Federal Funds - 4000-4999 Books and Supplies - IMA</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Teacher PD \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness (Pull-Out Time)</p>	<p>\$23,738 - LCFF - 5000-5999 Services and Other Operating Expenses - Teacher PD \$34,474 - LCFF - 1000-1999 Certificated Salaries - Teacher Effectiveness (Pull-Out Time)</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.</p>	<p>\$13,153,147 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher Salaries - covered in other areas of the LCAP (repeated expenditure)</p> <p>\$5,156,926 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits (repeated expenditure)</p> <p>\$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Libby Butler - Math Assessment consultant</p>	

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to increase access to technology in the classroom.</p>	<p>\$90,012 - LCFF - 5000-5999 Services and Other Operating Expenses - Chromebooks - Lease</p> <p>\$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Online Research Databases</p> <p>\$110,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Digital Licenses for Tech Access</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PCHS foundation for success is a strong, interdisciplinary, Standards-based academic program that focuses on the belief that all students can learn and that intelligence is not fixed. In 2019-2020, the actual expenditures were inline with the budget actions/services. However, as a result of the pandemic, PCHS had to shift to a distance based learning model, which required increased investments in technology, teacher materials and professional development in order to ensure that all students have access to standards aligned material.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PLC's provided dedicated time to review common core standards, instructional strategies, and means of assessment. The pandemic made it challenging to provide 100% of our students with access to standards aligned material. However, PCHS invested in technology, digital textbooks, subscriptions, and staff training in order to accomplish this in the final months of the school year.

Goal 3

All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
GOOD overall rating from SARC 2019-20 GOOD	PCHS received a GOOD rating in 2019-2020 SARC.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Repairs/Installs:</p> <ul style="list-style-type: none"> • Repair/Add additional safety equipment re perimeter fencing, emergency exit gates, PA System improvements, more Security Cameras, etc. • Repair/Renovate more restrooms floor, wall, ceiling, fixture, lighting, accessories upgrades where financially possible • Add Air-Conditioning to Large & Small Gym and Locker Rooms (once funded/started by LAUSD) • Implement more effective space utilization through reconfiguration of existing spaces • Continue Prop 39 Lighting Replacement/Upgrade Program if funded made available to us • Repair/Replace damaged/loose ceiling and floor tiles • Installing more Bottle-Filler Hydration 	<p>\$113,770 - LCFF - 2000-2999 Classified Salaries - custodial salary</p> <p>\$234,048 - LCFF - 5000-5999 Services and Other Operating Expenses - Security</p> <p>\$95,000 - LCFF - 5000-5999 Services and Other Operating Expenses - classroom/facilities repair</p> <p>\$0</p> <p>\$527,371 - LCFF - 5000-5999 Services and Other Operating Expenses - Custodial Services</p> <p>\$32,288 - LCFF - 3000-3999 Employee Benefits - custodial benefits</p> <p>\$147,000 - LCFF - 6000-6999 Capital Outlay - classroom renovations/refresh</p> <p>\$52,000 - LCFF - 4000-4999 Books and Supplies - Non-Capital Expenses</p> <p>\$181,650 - LCFF - 5000-5999 Services and Other Operating Expenses - Operations Supplies</p>	<p>\$119,395 - LCFF - 2000-2999 Classified Salaries - custodial salary</p> <p>\$195,646 - LCFF - 5000-5999 Services and Other Operating Expenses - Security</p> <p>\$537,924 - LCFF - 5000-5999 Services and Other Operating Expenses - classroom/facilities repair</p> <p>\$377,595 - LCFF - 5000-5999 Services and Other Operating Expenses - custodial services</p> <p>\$32,680 - LCFF - 3000-3999 Employee Benefits - custodial benefits</p> <p>\$243,374 - LCFF - 6000-6999 Capital Outlay - classroom renovations/refresh</p> <p>\$31,925 - LCFF - 4000-4999 Books and Supplies - Non-Capital Expenses</p> <p>\$139,909 - LCFF - 5000-5999 Services and Other Operating Expenses - Operations supplies</p>

Stations where funding is needed

- Repair leaking heating and plumbing systems
- Repair & Maintain roof, gutter, downspout, drain issues

Major Cleaning Projects:

- Maintain 9 custodial staff on site for daily cleaning Day Shift, Night Shift and Weekends
- Deep Clean all restrooms 4 times per year (Summer, Thanksgiving, Winter & Spring Breaks)
- Deep Clean all classrooms 1-2 times per year over summer and winter breaks
- Annually strip and wax of all floors on campus
- Service/Clean Ventilation Ducting 3-4 Buildings (part of a multi-year program to clean all ducts every 4-5 years)
- Annual summer cleaning of all vents for building Air Handlers
- Preventative Maintenance of all HVAC Units for the few Trailers/Buildings with them
- Power Wash outdoor tables/benches monthly and all walkways at the 4 major breaks
- Re-Paint or Touch-Up Paint all common areas 1-2 times per year
- Re-Paint ~15 Classrooms per year (part

SARC/ADA/Safety/Security Compliance:

- Achieve Good or Better SARC Inspection Rating - Work quickly to resolve any identified deficiencies
- Work with Faculty & Staff to Maintain SARC Compliance during the year
- Fix/Enhance Public Address System for better emergency event effectiveness
- Add Additional Security Fencing, Exit Gates, Cameras, etc.
- Continual training and drilling for Faculty/Staff/Admins on all typical emergency protocols
- Implementation of a safety information smart-phone based app
- If funding available: install a fence breach detection system to alert guards of a security breach, engage a 24x7 proactive security camera monitoring service, implement social media monitoring, increase Mental Health Services, etc.
- Increase Security Guard Coverage & Awareness
- Fire Remediation of bush on parking lot and facilities hillsides as needed
- Ongoing Trip & Slip Hazard Remediation

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The vast majority of goals achieved and services are part of the normal day-to-day/month-to-month operations and were consistently executed throughout the year. These actions were executed via our janitorial services team, facilities team, security team, and safety team/committee and reflected in our 2019-2020 budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PCHS was able to staff up its Janitorial and Security Teams as needed for the added cleaning and disinfecting of all high-touch areas/surfaces (door knob, handles, railing, high-traffic counters, restrooms, etc.), and Classrooms/Offices that were used regularly. Security Team was increased to monitor/manage campus access to ensure that all Weekly COVID19 Testing requirements and Symptoms/temperature checks were conducted for allowance to campus access. Facilities teams helped implement and maintain the required PPE/Safety supplies and required physical distancing throughout campus.

Goal 4

School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Number of activities parents are involved in 2019-20</p> <p>3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council</p>	<p>Held 5 parent support groups and 4 parent education groups. Confirmed that parents serve on each of our 5 Long Term Strategic Planning (LTSP) committees.</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program</p>	<p>\$7,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - FACTOR \$10,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Extra time for staff - salaries \$4,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - EL coordinator - stipend \$3,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits - extra time - benefits \$738 - Federal Revenues - Title I - 3000-3999 Employee Benefits - EL Coordinator - benefits \$1,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Trusted Translations</p>	<p>\$4,732 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - FACTOR \$10,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Extra time for staff - salaries \$4,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - EL coordinator - stipend \$3,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits - extra time - benefits \$738 - Federal Revenues - Title I - 3000-3999 Employee Benefits - EL coordinator - benefits \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Trusted Translations</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$7,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating</p>	

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.</p>	<p>(repeated expenditure) \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - MailChimp - E-blast services</p>	
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager scantron style). Use the results for the State of the School address</p>	<p>\$50,970 - LCFF - 5000-5999 Services and Other Operating Expenses - Schoolzilla AMP \$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Columbia Survey \$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Core Innovate - Culture & Climate \$500 - LCFF - 5000-5999 Services and Other Operating Expenses - Survey Monkey</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for supporting opportunities for parent involvement slightly increased versus the planned actions. Parent engagement and education increased through targeted programs such as FACTOR, The Village Nation, and PTSA.

Five parent support groups were held and four parent education groups were held during the school year for parents of typically developing students and students with disabilities. Topics included information on substance abuse, depression and executive functioning. Prospective parents were provided information about special education programs, transportation and scholarships as well as an overview to the programs offered at PCHS. The objective was to inform parents about the opportunities available to their students and solicit feedback from them.

Goal 5

PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CTE Pathways	2019-20 Have 10 CTE Pathways available to students.	PCHS has identified 11 CTE Pathways that are available to students.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE-credentialed teachers and working with CTE Advisory Council.</p>	<p>\$7,400 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Naviance \$260,650 - LCFF - 2000-2999 Classified Salaries - College Center Counselors (4 FTE) \$66,857 - LCFF - 3000-3999 Employee Benefits - College Counselor Benefits (4 FTE) \$325 - LCFF - 5000-5999 Services and Other Operating Expenses - Work Experience Permits \$2,000 - Other State Revenues - 1000-1999 Certificated Salaries - Career Center Coordinator - Stipend \$369 - Other State Revenues - 3000-3999 Employee Benefits - Career Center Coordinator - Benefits</p>	<p>\$7,396 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Naviance \$260,650 - LCFF - 2000-2999 Classified Salaries - College Center Counselors (4 FTE) \$70,167 - LCFF - 3000-3999 Employee Benefits - College Counselor Benefits (4 FTE) \$325 - LCFF - 5000-5999 Services and Other Operating Expenses - Work Experience Permits \$2,000 - Other State Revenues - 1000-1999 Certificated Salaries - College Center Coordinator - Stipend \$478 - Other State Revenues - 3000-3999 Employee Benefits - Career Center Coordinator - Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some notable course offerings have been expanded including options in World Languages (students can pursue studies in American Sign Language, French, Italian, Hebrew, and Spanish), modifications to CTE offerings (students can pursue studies in Business and Entrepreneurship), and expanded offerings in Computer Science classes and Video Game Design.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Meetings were held with industry representatives and other members of the Advisory Council in order to improve the effectiveness of the CTE program. Course sequences were identified to create new CTE pathways. Counselors were informed of the pathways and the CTE program.

Goal 6

EL students will maintain growth in English Language Development each academic year as measured by the ELPAC (formerly CELDT).

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ELPAC results	2019-20 Re-establish baseline to measure growth using the new ELPAC. Overall Level 3 band 1564-1633.	PCHS had no initial ELPAC tests in 2019-2020. For the current year, PCHS is still finalizing testing and the data is not yet available.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$6,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - FACTOR (repeated expenditure) \$500 - LCFF - 4000-4999 Books and Supplies - MESA Classroom Materials (repeated expenditure) \$45,000 - LCFF - 2000-2999 Classified Salaries - EL Assistant - Salaries \$67,386 - LPSBG - 1000-1999 Certificated Salaries - EL teacher, EL coordinator - salaries (repeated expenditure) \$12,591 - LCFF - 3000-3999 Employee Benefits - EL Assistant - Tutoring Benefits \$12,433 - LPSBG - EL teacher, EL coordinator - benefits (repeated expenditure)</p>	<p>\$4,732 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - FACTOR (repeated expenditure) \$259 - LCFF - 4000-4999 Books and Supplies - MESA Classroom Materials (repeated expenditure) \$45,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - EL Assistant - Salaries \$67,386 - LPSBG - 1000-1999 Certificated Salaries - EL teacher, EL coordinator - salaries (repeated expenditure) \$12,114 - Federal Revenues - Title I - 3000-3999 Employee Benefits - EL Assistant - Tutoring Benefits \$11,941 - LPSBG - 3000-3999 Employee Benefits - EL teacher, EL coordinator - benefits (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Utilize Achieve 3000, Scholastic Reading Inventory, and Newsela to track and adjust lexile growth for EL students.</p>	<p>\$2,500 - LPSBG - 5000-5999 Services and Other Operating Expenses - Achieve 3000 License</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2019-2020 English Learner Progress

b. Fluent English proficient (FEP):

c. Redesignated FEP (R-FEP): 304 students

d. English Language Proficiency Assessments for California (ELPAC): PCHS has had no initial ELPAC tests this year. PCHS is currently testing 25 EL students. The tests are 87% started and 68% completed.

Goal 7

Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Grad and A-G/CTE rate	2019-20 Maintain Grad rate over 96% A-G/CTE rate over 70%	PCHS graduation rate of 99%.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.</p>	<p>\$722,863 - LCFF - 1000-1999 Certificated Salaries - Counselor Salaries (repeated expenditure) \$133,368 - LCFF - 3000-3999 Employee Benefits - Counselor Benefits (repeated expenditure)</p>	<p>\$805,839 - LCFF - 1000-1999 Certificated Salaries - Counselor Salaries (repeated expenditure) \$191,790 - LCFF - 3000-3999 Employee Benefits - Counselor Benefits (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase student participation in Honors and AP courses. Formerly Goal #9.</p>	<p>\$130,422 - LCFF - 4000-4999 Books and Supplies - IMA/Textbooks (repeated expenditure)</p>	<p>\$109,224 - LCFF - 4000-4999 Books and Supplies - IMA/Textbooks (repeated expenditure)</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$60,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries (repeated expenditure)</p>	<p>\$60,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries (repeated expenditure)</p>

<p>Students to be Served: All Palisades Charter High School - Special</p> <p>Location: All Schools</p> <p>Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.</p>	<p>Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM</p> <p>Benefits - Certificated Benefits (repeated expenditure) \$55,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation</p>	<p>LCFF - 3000-3999 Employee Benefits - Certificated Benefits (repeated expenditure) \$26,157 - LPSBG - 5000-5999 Services and Other Operating Expenses - Transportation</p>
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.</p>	<p>\$1,500 - LCFF - 4000-4999 Books and Supplies - Summer school IMA/Textbooks (repeated expenditure) \$36,000 - LCFF - 1000-1999 Certificated Salaries - Summer school teacher salaries (repeated expenditure) \$7,200 - LCFF - 3000-3999 Employee Benefits - Summer school teacher benefits (repeated expenditure) \$13,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Acellus</p>	<p>\$1,500 - LCFF - 4000-4999 Books and Supplies - Summer school IMA/Textbooks (repeated expenditure) \$36,000 - LCFF - 1000-1999 Certificated Salaries - Summer school teacher salaries (repeated expenditure) \$7,200 - LCFF - 3000-3999 Employee Benefits - Summer school teacher benefits (repeated expenditure) \$13,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Acellus</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.</p>	<p>\$19,128 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Certificated Auxillary for EL Teacher (repeated expenditure) \$2,400 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - EL Coordinator Summer Hours \$3,548 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Certificated Auxillary Benefits (repeated expenditure) \$445 - Federal Revenues - Title I - 3000-3999 Employee Benefits - EL Coordinator Summer hours benefits \$75,000 - LCFF - 2000-2999 Classified</p>	<p>\$19,128 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Certificated Auxiliary for EL Teacher (repeated expenditure) \$2,400 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - EL Coordinator Summer Hours \$3,548 - Federal Revenues - Title I - Certificated Auxiliary Benefits (repeated expenditure) \$445 - Federal Revenues - Title I - 3000-3999 Employee Benefits - EL Coordinator Summer hours benefits \$75,000 - LCFF - 2000-2999 Classified Salaries - Tutors - Salaries</p>

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.</p>	<p>\$391,069 - LCFF - 1000-1999 Certificated Salaries - Intervention Salaries (repeated expenditure) \$72,152 - LCFF - 3000-3999 Employee Benefits - Intervention - Benefits</p>	<p>\$391,069 - LCFF - 1000-1999 Certificated Salaries - Intervention Salaries (repeated expenditure) \$72,152 - LCFF - 3000-3999 Employee Benefits - Intervention - Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted expenditures supported planned services in the areas of counseling support, Summer School, virtual academy, Dolphin Leadership Academy and English/Math placement for incoming 9th grade students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Academic Counselors looked at student information and met with students in order to place students in courses that helped them meet their academic goals of graduation and meeting A-G requirements and/or working toward CTE pathway completion.

Goal 8

School will maintain a high ADA- as close to 96% as possible.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ADA Attendance Report	2019-20 Maintain high 95.8% ADA	Based on the 2019-2020 Annual Attendance Report, PCHS had a 96.9% ADA (2,907.28).

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.</p>	<p>\$165,500 - LCFF - 2000-2999 Classified Salaries - Attendance Office - Salaries \$391,069 - LCFF - 1000-1999 Certificated Salaries - Intervention - Salaries (repeated expenditure) \$52,108 - LCFF - 5000-5999 Services and Other Operating Expenses - Infinite Campus \$240,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation - Home To School \$36,000 - LCFF - 1000-1999 Certificated Salaries - Summer School Teachers - Salaries (repeated expenditure) \$1,200 - LCFF - 4000-4999 Books and Supplies - Textbooks and Instructional Materials (repeated expenditure) \$46,306 - LCFF - 3000-3999 Employee Benefits - Attendance Office - Benefits \$6,678 - LCFF - 3000-3999 Employee Benefits - Summer School Teachers - Benefits (repeated expenditure) \$1,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Swipe K-12 Attendance Reporting \$72,152 - LCFF - 3000-3999 Employee Benefits - Intervention - Benefits (repeated expenditure)</p>	<p>\$165,500 - LCFF - 2000-2999 Classified Salaries - Attendance Office - Salaries \$391,069 - LCFF - 1000-1999 Certificated Salaries - Intervention - Salaries (repeated expenditure) \$52,108 - LCFF - 5000-5999 Services and Other Operating Expenses - Infinite Campus \$240,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation - Home To School \$36,000 - LCFF - 1000-1999 Certificated Salaries - Summer School Teachers - Salaries (repeated expenditure) \$1,200 - LCFF - 4000-4999 Books and Supplies - Textbooks and Instructional Materials (repeated expenditure) \$46,306 - LCFF - 3000-3999 Employee Benefits - Attendance Office - Benefits \$6,678 - LCFF - 3000-3999 Employee Benefits - Summer School Teachers - Benefits (repeated expenditure) \$1,200 - LCFF - 5000-5999 Services and Other Operating Expenses - Swipe K-12 Attendance Reporting \$72,152 - LCFF - 3000-3999 Employee Benefits - Intervention - Benefits (repeated expenditure)</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PCHS reached a 96.9% ADA that was slightly higher than the goal. The budgeted actions/services were inline with the planned actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The use of simple, easy-to-understand language in communication to parents and students was utilized through various platforms: school website, social media platforms, Schoology, emails, and robocalls. Attendance personnel were trained in-house to ensure common language and resources shared with families were the same. An attendance clerk was tasked with pulling data of chronically absent students and making contact to learn the root cause of absences while providing support needed. Challenges in implementing some of the actions/service included the loss of one attendance clerk. Workload was slightly heavier due to added assignments.

Goal 9

School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Number of days students are suspended & number of students expelled	2019-20 Less than 75 students suspended Continue to maintain zero expulsions	64 students were suspended for a total of 75 days, reflecting a suspension rate of 2.15%. Continued to maintain zero expulsions.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Discipline Deans staffing Discipline and expulsion records</p>	<p>\$361,200 - LCFF - 1000-1999 Certificated Salaries - 3 Certificated Deans - Salaries (repeated expenditure)</p> <p>\$103,002 - LCFF - 3000-3999 Employee Benefits - 3 Certificated Deans - Benefits (repeated expenditure)</p> <p>\$115,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LAUSD School Resource Officer</p>	<p>\$361,200 - LCFF - 1000-1999 Certificated Salaries - 3 Certificated Deans - Salaries (repeated expenditure)</p> <p>\$103,002 - LCFF - 3000-3999 Employee Benefits - 3 Certificated Deans - Benefits (repeated expenditure)</p> <p>\$123,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LAUSD School Resource Officer</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates</p>	<p>\$96,000 - Other State Revenues - 1000-1999 Certificated Salaries - School Psychologist</p> <p>\$17,808 - Other State Revenues - 3000-3999 Employee Benefits - School Psychologist - Benefits</p> <p>\$275,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - LAUSD Mental Health Services</p> <p>\$15,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Vista Del Mar - Social Worker/Psych Services</p>	<p>\$96,000 - Other State Revenues - 1000-1999 Certificated Salaries - School Psychologist</p> <p>\$17,808 - Other State Revenues - 3000-3999 Employee Benefits - School Psychologist - Benefits</p> <p>\$275,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - LAUSD Mental Health Services</p> <p>\$19,400 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Vista Del Mar - Social Worker/Psych Services</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Covered in other areas of the</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Covered in other areas of the</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.</p> <p>Will expand Link Crew to pair student mentors as well.</p> <p>Create Intervention Room to expand restorative justice opportunities.</p>	<p>Palisades Charter High School - Special Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$71,200 - Other Local Revenues - 2000-2999 Classified Salaries - Campus Unification Director - Salary</p> <p>\$19,921 - Other Local Revenues - 3000-3999 Employee Benefits - Campus Unification Director - Benefits</p>	<p>ated expenditure)</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$71,200 - LCFF - 2000-2999 Classified Salaries - Campus Unification Director - Salary</p> <p>\$19,921 - Other Local Revenues - 3000-3999 Employee Benefits - Campus Unification Director - Benefits</p>
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Expand Restorative Justice and Peer Mediation programs. Initiate Saturday school as an alternative to suspension.</p>	<p>\$65,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Admin - Salaries</p> <p>\$12,057 - LCFF - 3000-3999 Employee Benefits - Certificated Admin - Benefits</p>	<p>\$65,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Admin - Salaries</p> <p>\$12,057 - LCFF - 3000-3999 Employee Benefits - Certificated Admin - Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actual expenditures are inline with the budgeted actions/services. In 2019-2020, PCHS employed three (3) certificated deans, leveraged counseling services and increased services from our Campus Unification team.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PCHS maintains a robust mental health team who work closely with the discipline office to address student needs and assist student in identifying appropriate and effective strategies to manage emotions and resolve disputes. Together with counselors and therapeutic intervention teacher, restorative practices are implemented to reduce students need to exhibit problem behaviors. Peer mediators work with students to resolve interpersonal conflict and the Link Crew provides mentors to assist students in integrating to the school community.

Goal 10

School will explore additional funding to reduce expenses & costs focused High Needs Students & Families. Funding will also address low performing students in all categories

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Fundraising Revenue	2019-20 \$500,000	Per the 2019-2020 audit report, PCHS fundraised in the amount of \$517,722.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School will dedicate funding efforts to address transportation costs and alternative methods of transportation</p>	<p>\$107,100 - Other Local Revenues - 2000-2999 Classified Salaries - Development Director</p> <p>\$30,395 - Other Local Revenues - 3000-3999 Employee Benefits - Development Director - benefits</p> <p>\$3,588 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Classy.org Donor Platform for Transportation</p>	<p>\$107,100 - Other Local Revenues - 2000-2999 Classified Salaries - Development Director</p> <p>\$30,395 - Other Local Revenues - 3000-3999 Employee Benefits - Development Director - benefits</p> <p>\$3,588 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Classy.org Donor Platform for Transportation</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students</p>	<p>\$90,012 - LCFF - 5000-5999 Services and Other Operating Expenses - Chromebook - Device Lease (repeated expenditure)</p>	<p>\$90,012 - LCFF - 5000-5999 Services and Other Operating Expenses - Chromebook - Device Lease (repeated expenditure)</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$163,756 - LCFF - 2000-2999 Classified Salaries - Math Paraprofessionals - Salary (repeated expenditure)</p> <p>\$12,527 - LCFF - 3000-3999 Employee Benefits - Math Paraprofessionals - Benefits (repeated expenditure)</p>	<p>\$261,456 - LCFF - 1000-1999 Certificated Salaries - Math Paraprofessionals - Salary (repeated expenditure)</p> <p>\$20,001 - LCFF - 3000-3999 Employee Benefits - Math Paraprofessionals -</p>

Fundraise to provide on-going test scores. Math assistants identified as primary recipient of these funds.

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>LEA will continue the Campus Unification Program to assist with creating a positive learning environment on campus.</p>	<p>\$71,200 - Other Local Revenues - 2000-2999 Classified Salaries - Campus Unification Director - Salary (repeated expenditure)</p> <p>\$19,922 - Other Local Revenues - 3000-3999 Employee Benefits - Campus Unification Director - Benefits (repeated expenditure)</p> <p>\$0 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - HELLO Program</p>	<p>\$71,200 - Other Local Revenues - 2000-2999 Classified Salaries - Campus Unification Director - Salary (repeated expenditure)</p> <p>\$19,922 - Other Local Revenues - 3000-3999 Employee Benefits - Campus Unification Director - Benefits (repeated expenditure)</p> <p>\$0 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - HELLO Program</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of the pandemic, PCHS was not in full operation between March-June 2020 which resulted in fewer transportation expenditures. The shift to distance learning resulted in transportation cost savings and PCHS refocused efforts on facilitating distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Fundraising efforts are gaining momentum for all stakeholder groups. Donation campaigns created to support Classroom Teachers, Safety & Security, Athletic teams, Unity Director, ExtraCurriculars and Facility upgrades. The pandemic impacted our fundraising efforts in the final quarter of 2019-2020. However, we were able to source much needed support from our key donors and community partners.

Goal 11

Improve student achievement in math for lowest achieving subgroups.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Math SBAC	2019-20 Increase subgroup met/exceed %'s	Due to the lack of 2019-2020 CAASPP (SBAC), there are no updates to the benchmark.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.</p>	<p>\$163,756 - LCFF - 2000-2999 Classified Salaries - Math paraprofessionals salary \$48,527 - LCFF - 3000-3999 Employee Benefits - Math Paraprofessionals benefits \$2,100 - LCFF - 4000-4999 Books and Supplies - Link Crew Supplies (repeated expenditure) \$0 - Other State Revenues - 1000-1999 Certificated Salaries - mathlab tutors - covered in other areas of LCAP (repeated expenditure)</p>	<p>\$261,456 - LCFF - 2000-2999 Classified Salaries - Math paraprofessionals salary \$20,001 - LCFF - 3000-3999 Employee Benefits - Math Paraprofessionals benefits \$2,100 - LCFF - 4000-4999 Books and Supplies - Link Crew Supplies \$0 - Other State Revenues - 1000-1999 Certificated Salaries - mathlab tutors - covered in other areas of LCAP (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Using the research from math pedagogical theories, such as, but not limited to, understanding by design and mathematical mindsets, math department chairs/teachers, PLC point people, and the AA team will develop model lessons and units through PLC training specifically looking at means to support and target Black and Latino students and other concerns from the Equity Study. Summer hours/conferences may be provided. Incorporate logic/puzzle/games in the curriculum. HJow to use math models to demonstrate</p>	<p>\$30,000 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - PLC Pull-Out Time \$7,350 - Federal Revenues - Title II - 3000-3999 Employee Benefits - PLC Pull Out Time - Benefits \$508 - LCFF - 5000-5999 Services and Other Operating Expenses - Design Science Software - Math Equations \$6,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Small Axe Group - Equity Study \$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - IXL Learning</p>	<p>\$30,000 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - PLC Pull-Out Time \$7,350 - Federal Revenues - Title II - 3000-3999 Employee Benefits - PLC Pull Out Time - Benefits \$508 - LCFF - 5000-5999 Services and Other Operating Expenses - Design Science Software - Math Equations \$6,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Small Axe Group - Equity Study \$11,812 - LCFF - IXL Learning</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PCHS provided continuous support for both in and out of classroom math interventions and utilized math paraprofessionals and the math lab to provide the targeted interventions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Student engagement strategies were effective for many students, however, the COVID pandemic created challenges for some students. Collaborative classes taught by a special education and general education teacher are provided to facilitate success in Algebra 1, Geometry, and Algebra 2 classes. Students with Disabilities were provided in person/on campus support during the school closure and were linked to campus supports. Special Education Plan provided targeted practice to familiarize students with the state test formats and accommodations.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$22,452,339	\$22,695,746
1000-1999 Certificated Salaries	13,352,547	13,600,199
2000-2999 Classified Salaries	1,011,976	1,115,301
3000-3999 Employee Benefits	5,548,715	5,522,159
4000-4999 Books and Supplies	182,421	143,249
5000-5999 Services and Other Operating Expenses	2,209,680	2,071,464
6000-6999 Capital Outlay	147,000	243,374

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$22,452,339	\$22,695,746
Teacher Effectiveness	0	0
College Readiness Block Grant	0	0
LPSBG	2,500	26,157
Federal Revenues - Title I	28,583	82,429
Federal Revenues - Title II	72,350	61,088
Other Federal Funds	0	109,224
Other State Revenues	406,177	410,686
Other Local Revenues	239,604	168,400
LCFF Base/Not Contributing to Increased or Improved Services	21,566,556	21,830,754
LCFF S & C/Contributing to Increased or Improved Services	136,569	7,008

Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$22,452,339	\$22,695,746
1000-1999 Certificated Salaries	Federal Revenues - Title I	6,400	6,400
1000-1999 Certificated Salaries	Federal Revenues - Title II	30,000	30,000
1000-1999 Certificated Salaries	Other State Revenues	98,000	98,000
1000-1999 Certificated Salaries	Other Local Revenues	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	13,218,147	13,465,799
2000-2999 Classified Salaries	College Readiness Block Grant	0	0
2000-2999 Classified Salaries	Federal Revenues - Title I	10,000	55,000
2000-2999 Classified Salaries	Other Local Revenues	178,300	107,100
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	778,676	953,201
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	45,000	0
3000-3999 Employee Benefits	College Readiness Block Grant	0	0
3000-3999 Employee Benefits	Federal Revenues - Title I	4,183	16,297
3000-3999 Employee Benefits	Federal Revenues - Title II	7,350	7,350
3000-3999 Employee Benefits	Other State Revenues	18,177	18,286
3000-3999 Employee Benefits	Other Local Revenues	50,316	50,316
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	5,456,098	5,429,910
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	12,591	0
4000-4999 Books and Supplies	Other Federal Funds	0	109,224
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	182,421	34,025
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	0

5000-5999 Services and Other Expenses	Palisades Charter High School - Special Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM	0	0
5000-5999 Services and Other Operating Expenses	LPSBG	2,500	26,157
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	8,000	4,732
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	35,000	23,738
5000-5999 Services and Other Operating Expenses	Other State Revenues	290,000	294,400
5000-5999 Services and Other Operating Expenses	Other Local Revenues	10,988	10,984
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	1,784,214	1,704,445
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	78,978	7,008
6000-6999 Capital Outlay	Other State Revenues	0	0
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	147,000	243,374

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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Goal 1:

PCHS will continue to hold that teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.

All Funding Sources	\$18,345,073	\$18,545,625
Federal Revenues - Title II	35,000	23,738
LCFF Base/Not Contributing to Increased or Improved Services	18,310,073	18,521,887

Goal 2:

All students will have access to standards aligned materials.

All Funding Sources	\$399,933	\$167,436
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Other Federal Funds	Palisades Charter High School - Special Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM	0	109,224
LCFF Base/Not Contributing to Increased or Improved Services		399,933	58,212

Goal 3:

All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

All Funding Sources		\$1,383,127	\$1,678,448
LCFF Base/Not Contributing to Increased or Improved Services		1,383,127	1,678,448

Goal 4:

School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.

All Funding Sources		\$85,708	\$22,470
Federal Revenues - Title I		25,738	22,470
LCFF S & C/Contributing to Increased or Improved Services		59,970	0

Goal 5:

PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success.

All Funding Sources		\$337,601	\$341,016
Other State Revenues		2,369	2,478
Other Local Revenues		7,400	7,396
LCFF Base/Not Contributing to Increased or Improved Services		327,832	331,142

Goal 6:

EL students will maintain growth in English Language Development each academic year as measured by the ELPAC (formerly CELDT).

All Funding Sources		\$60,091	\$57,114
LPSBG		2,500	0
Federal Revenues - Title I		0	57,114
LCFF S & C/Contributing to Increased or Improved Services		57,591	0

Goal 7:

Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.

All Funding Sources		\$238,982	\$210,139
LPSBG		0	26,157

Federal Revenues - Title I	Palisades Charter High School - Special Board Meeting - Agenda - Tuesday October 26, 2021 at 5:00 PM	2,845	2,845
LCFF Base/Not Contributing to Increased or Improved Services		236,137	181,137
Goal 8: School will maintain a high ADA- as close to 96% as possible.			
All Funding Sources		\$505,114	\$505,114
LCFF Base/Not Contributing to Increased or Improved Services		505,114	505,114
Goal 9: School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.			
All Funding Sources		\$686,986	\$699,386
Other State Revenues		403,808	408,208
Other Local Revenues		91,121	19,921
LCFF Base/Not Contributing to Increased or Improved Services		192,057	271,257
Goal 10: School will explore additional funding to reduce expenses & costs focused High Needs Students & Families. Funding will also address low performing students in all categories			
All Funding Sources		\$141,083	\$141,083
Other Local Revenues		141,083	141,083
Goal 11: Improve student achievement in math for lowest achieving subgroups.			
All Funding Sources		\$268,641	\$327,915
Federal Revenues - Title II		37,350	37,350
LCFF Base/Not Contributing to Increased or Improved Services		212,283	283,557
LCFF S & C/Contributing to Increased or Improved Services		19,008	7,008

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased janitorial services to clean high traffic offices and classes	\$220,000	\$15,856	No
Increased Security/Monitoring to maintain Social Distancing and Mask Wearing	\$138,000	\$32,103	No
One-time costs associated with in-person instruction (hybrid model): <ul style="list-style-type: none"> • Thermal infrared thermometers • Added signage throughout campus related to requirements for Social Distancing, Hand Washing, Mask Wearing, etc. • Increased availability of hand-washing (portable hand-washing stations and extra hand-sanitizing dispensers in common areas around campus) 	\$134,000	\$129,569	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budgeted expenditures closely align with the original plan/estimates. Student/staff safety, health/wellness and security was prioritized in 2020-2021. PCHS did not realize the full \$138,000 cost of “increased security/monitoring to maintain social distance and mask wearing” because we did not return to in-person instruction until April 2021. However, we did recognize a higher amount of “one-time costs associated with in-person instruction” than originally anticipated. Specifically, this was due to HVAC preparation/upkeeping, COVID testing operations, additional teacher/staff stipends, hours and training associated with returning to in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Given Los Angeles County's status in the purple tier for a majority of the school year, State/County health guidance made it difficult to offer in-person instruction in a safe/compliant way. In November of 2020, PCHS offered our high needs population (Special Education) the opportunity for in-person instruction. However, the increase in COVID cases resulted in a hard shut down for most public secondary schools in the Los Angeles area.

Once health orders offered less stringent restrictions, PCHS was able to implement a Back to Campus program beginning on April 12th, 2021. Effective May 3, 2021, PCHS offered Onsite-Only Instruction (Zoom in a Room) and then transitioned to In-Person Faculty Led Instruction (i-FLI). PCHS offered every student the opportunity to return for on-campus in-person instruction. Overall, less than 30% of our student population participated which created challenges as our staff had to prepare for in-person and distance learners simultaneously. In order to encourage attendance, PCHS offered transportation and food service programs for all interested students.

Prior to the return to campus for in-person instruction, PCHS offered fifteen (15) prep hours for staff to best prepare for a safe and successful experience for our students/staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Licenses to assist and aid in distance learning and student engagement	\$149,000	\$80,553.76	Yes
A-COST Team member (SARB Attendance Officer) to assist with student engagement	\$79,554	\$79,554	Yes
Acellus Online Credit Recovery Program	\$9,300	\$9,300	Yes

Additional devices for students and staff	\$671,047	\$717,642	Yes
Providing hotspots for students without internet access	\$8,400	\$9,120	Yes
Professional Development for staff to aid in e-learning strategies	\$60,000	\$15,445	No
Tech hotline for students and staff (tech dept)	\$430,408	\$430,408	No
Mental Health Services	\$220,000	\$281,774	Yes
Tech accessories for staff (headsets, etc.)	\$8,500	\$42,515	No
Food distribution support	\$72,676	\$18,000	Yes
Digital media specialist	\$134,119	\$137,179	Yes
Parent Liaison	\$80,228	\$80,228	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The budgeted expenditures closely align with the original plan/estimates. In order to facilitate distance learning, PCHS invested in technology/connectivity, mental health, student support needs and offered food distribution.

There was an approximately \$54,000 variance in food distribution support. Given the low participation of grab-and-go meals, our students/families were provided the opportunity to access nutrition/meals at an LAUSD grab-and-go site that is more convenient for them. In addition, the licenses to assist and aid in distance learning and student engagement was approximately \$70,000 below the planned expenditure amount. Instead, PCHS incurred much higher costs towards technology (student/staff devices, tech accessories) than anticipated and offset the decreased expenditures mentioned above.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

PCHS quickly pivoted to virtual instruction following mandated school closure due to the COVID pandemic. An engagement team was formed to reach out to students not showing up for instruction.

The quick and sudden switch to total distance learning, led to PCHS having to pivot on its technology priorities. Student accessibility to devices and internet connectivity became the priority. The technology team did a tremendous job supporting students, families, faculty and staff in ensuring that their technology needs were met in order to teach and learn remotely. This Herculean task often-required a shift in budgeting and support prioritization. During Long Term Strategic Planning Meetings, Board Committees, and Department/PLC meetings, all stakeholders assess technology needs to function effectively during distance learning.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expanding therapeutic support for Pali Academy to address needs of at risk youth.	\$70,000	\$35,000	Yes
Offering intervention courses virtually, along with study skills and resource classes	\$549,721	\$549,721	Yes
Summer school teachers	\$23,416	\$23,416	No
EL/Literacy Teacher & EL Paraprofessional	\$492,866	\$497,866	Yes
Independent Study Support (Independent study teacher)	\$112,897	\$112,897	Yes
Tutoring Service	\$140,000	\$60,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In order to better address pupil learning loss, PCHS consulted with stakeholders to better understand the current needs of the students. As a result, we shifted from contracting with an external tutoring service and instead offered in-house tutoring for all students. This resulted in fewer expenditures and we re-allocated approximately \$80,000 of the original “tutoring services” allocation to support credit deficient and high risk students by offering Fall & Spring Saturday School and also hired a temporary counselor. This decision was vetted by stakeholders and at our Budget & Finance committee to ensure full transparency.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Safety protocols were implemented and special education assessments were conducted when safe to do so. When allowed, on campus support sessions were provided 2x daily for students. The greatest challenge was student and parent reluctance to participate.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Mental Health Team is composed of a School Psychologist, 2.4 psychiatric school social workers, and a licensed marriage & family therapist specializing in autism. These providers lead the Coordination of Services Team (COST) to identify needed intervention students referred due to socio-emotional factors. COST is composed of Academic Counselors, School Nurse, School Psychologist, Attendance Specialist, 504 Program Manager and Therapeutic Teacher.

Intervention is provided through a multitiered system. Tier 3 Intensive Services include: individual counseling, mental health consultation, parent / guardian outreach and referral, crisis intervention, suicide risk management, and re-entry meetings for psychiatrically hospitalized students, safety planning. Tier 2 services include group counseling dealing with grief, depression, anxiety & stress reduction and socialization. Outreach is conducted in PE classes to promote mental health awareness and healthy coping strategies are provided to 9th & 10th grade students. Tier 1 services include parent education/support, staff wellness/support, virtual supports (Mental Health Website & resources, Schoology course facilitating student access to services) and drop in groups to support socialization and specific needs (social justice, anxiety, etc).

The Mental Health team also provides intensive counseling to students with disabilities as indicated on the student's 504 accommodation plan or individualized education plan.

During COVID, consistent engagement was challenging. Virtual resources were expanded to include a Mental Health site with resources and a Mental Health Schoology course where students may self refer and/or identify available resources.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Parent education groups were held in partnership with Department of Mental Health on topics such as suicide awareness and substance abuse. PCHS provided parent education on executive functioning (focused on needs during distance learning) and fostering hope during times of anxiety and uncertainty. Monthly parent support groups were provided.

The Mental Health Team worked closely with student leadership to increase access to Mental Health Services.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the early part of the 2020-2021 school year, PCHS made nutrition available to all students (regardless of free/reduced eligibility) by offering weekly meal distribution. As a result of low participation, we shifted and encouraged our students to pick-up food from any LAUSD food center site. Prior to making this decision, we received confirmation from the CDE Nutrition Services Department that we will remain in compliance with the National School Lunch Program (NSLP) and received confirmation from Los Angeles Unified School District (LAUSD) Nutrition Services Department that states we can direct our students to grab-and-go sites within LAUSD boundaries. LAUSD was operating under the Summer Food Service Program (SFSP), and that allows any student (ages 1-18) access to free meals. They also offered daily pick-up options (Monday-Friday), and did not require student IDs, or for the student(s) to be present for pick-up, which enabled our students to have easier access to meals.

As our student population returned to campus, our food service vendor (Chartwells) coordinated our on-site meal distribution. We had nutritional food and drinks readily available to students during school hours. This included pre-packaged breakfast and lunches (for all students) as well as water bottles available at any time. Meals were distributed during lunch time (according to the 2020-21 bell schedule).

During the 2020-21 year, we had various types of on-campus instruction: Back to Campus program (B2C), Onsite-Only Instruction (Zoom in a Room) and In-Person Faculty Led Instruction (i-FLI). The food service staff was flexible in accommodating the meal serving patterns in order to offer a nutritious meal to every student on campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Cafeteria - purchasing barcode scanners to ensure touchless service at POS	\$689.44	\$689.44	No
Continuity of Instruction	Additional buses for student transportation to ensure social distancing (to facilitate in-person instruction during 2nd semester)	\$330,000	\$0.00	No
Continuity of Instruction	Additional PPE Equipment	\$60,000	\$129,5670	No
Continuity of Instruction	Teacher materials to support distance learning/instruction	\$50,000	\$48,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In order to support continuity of instruction, PCHS budgeted \$330,000 for additional transportation needs to ensure social distancing during Spring semester. Due to State/Local health guidance, PCHS did not reopen to all students until April 2021. In addition, less than 30% of the student population opted for in-person instruction. As a result, our projected transportation expenditures were approximately \$91,000. This was the total transportation amount and not “in addition” to what was budgeted. PCHS did however offer free transportation for students who enrolled in our on-campus program.

Furthermore, feedback from our teachers/staff indicated that there was a higher need for teacher materials than the \$60,000 allocation. As a result, PCHS Education Foundation donated approximately \$14,000 to offset the cost of additional teacher materials.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Through various months of stakeholder feedback, reflections and discussion at our Long Term Strategic Planning Committee (LTSP), mental health, technology, professional development, equity and student support were all recurring themes that our stakeholders wanted to prioritize. This feedback helped shape our 2021-2024 goals, actions and expenditures.

The 2021-2022 school year will have record levels of investment in technology, mental health, professional development, tutoring, and intervention/credit deficient efforts. It was through long discussions that we identified the root cause of learning loss and developed a plan to create and prioritize new LCAP goals and actions.

PCHS will continue to grow, learn and solicit feedback from all of our stakeholders in order to continue evolving and find innovative and effective ways to support our students and staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Based on stakeholder feedback, the 2021-2024 LCAP will address learning loss by focusing on (1) academic achievement and support, (2) mental health and socioemotional learning, (3) professional development and continuous staff training, (4) expanded tutoring hours/services, (5) expanded intervention, credit deficiency and assessment efforts, (6) increased investments in technology and (7) the hiring of new certificated and classified staff to provide counseling and education technology services.

By communicating our resources and services, we will do outreach to all stakeholders and also internally identify pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There is no substantive difference between the described actions/services and the implemented actions services. The main difference is the level of support provided. As a result of Federal/State relief funds, PCHS was able to allocate more resources towards the improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 LCP helped shape our 2021-2024 goals, actions and expenditures. Through data, analysis and stakeholder feedback at our Long Term Strategic Planning Committee (LTSP), PCHS recognized the need to increase support in key areas as part of the 2021-2024 LCAP. Specifically, the areas of technology, mental health, professional development, equity and student support were all recurring themes that our stakeholders wanted to prioritize.

The 2021-2022 school year will have record levels of investment in technology, mental health, professional development, tutoring, and intervention/credit deficient efforts. It was through long discussions that we identified the areas of need and developed a plan to create and prioritize new LCAP goals and actions. PCHS will continue to grow, learn and solicit feedback from all of our stakeholders in order to continue evolving and find innovative and effective ways to support our students and staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palisades Charter High	Juan Pablo Herrera CBO	jherrera@palihigh.org 310-230-7238

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Palisades Charter High School is a high-performing, comprehensive high school serving approximately 3,000 diverse students from more than 110 zip codes throughout the Los Angeles area. A charter school since 2003, Palisades Charter High School is one of the first high schools in the Los Angeles Unified School District to achieve independent charter school status. The school is fully accredited by the Western Association of Schools & Colleges (WASC). Additionally, PCHS is a California Gold Ribbon School, a California Distinguished High School, and has been recognized by Newsweek, U.S. News and World Report, and LA Magazine.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Equitable access to educational technology resources:

The quick and sudden switch to total distance learning, led to PCHS having to pivot on its technology priorities. Student accessibility to devices and internet connectivity became the priority. The technology team did a tremendous job supporting students, families, faculty and staff in ensuring that their technology needs were met in order to teach and learn remotely. This Herculean task often-required a shift in budgeting and support prioritization. During Long Term Strategic Planning Meetings, Board Committees, and Department/PLC meetings, all stakeholders assess technology needs to function effectively during distance learning.

Transportation:

School closure due to distance learning shifted this goal's priorities and targets. However, the administrative team and transportation task-force ensured that students who needed transportation during the re-opening plans were given transportation options. The Board and its committees continued to reassess transportation options and their budgetary consequences. PCHS built in to its charter a new preference category, students on free and reduced lunch, to increase diversity in it applicants and student body.

Positive & equitable school climate & culture:

How PCHS viewed student engagement and a climate saw a shift during distance learning. The PCHS greatly focused on the socioemotional needs of the students, as well as the faculty and families. The Mental Health team created a go to web page that provided a wealth of online mental health resources students and their families could access. The COST team met weekly to review and evaluate students with high needs. The Virtual Academy Program help to accommodate the significant increase in students that were hospitalized in facilities. PCHS continued to have virtual class meetings. For instance the Counseling Department held its 9th grade

planning meeting online. This saw many improvements including all students hearing the same information simultaneously, parents were able to watch with their students to discuss the information, students could ask real-time questions, and students and families were able to view the recording to access the information anytime. This similar practice was used through distance learning. Upcoming goals will be to ensure the students have a smooth transition back to campus to feel safe, engaged, and supported in order to succeed in their educational journey.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Unfortunately, due to the many challenges the students experienced during the global pandemic, PCHS did not see the growth it was expecting in regard to narrowing the educational opportunity gap between white, Asian American students and African American and Latino students (WASC Goal#1). For instance, there was a slight increase (3%) in the number of students that did not pass math courses compared to 2018-2019. Largely, these were students in lower grade levels or in introductory math classes. PCHS created a lot of support and intervention programs which likely staved off even greater numbers of struggles as seen at so many schools across Los Angeles and the State which experienced upward of 50% increases in the number of Ds and Fs. Of note, PCHS removed the F grade during distanced learning and replaced it with a No Credit (NC) grade so as not to negatively affect students' GPAs.

Growth Areas:

Increase 5% of African American students who meet or exceed standards in Math. 2018-2020

Increase by 3% of PCHS students passing math courses with a C or better. 2018-2019

Increase 10% of students who have parents w/o high school diplomas meet or exceed standards in English Language Arts. 2018-2020

Increase 10% of students passing PLC Common Assessments/Performance Tasks in Algebra I. 2018-2020

Translate schoolwide communication in Spanish and review the PCHS website to ensure current communication is translated, as well.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In the 2020-2021 school year, in-person instruction and distance learning challenged us to think creatively to provide students with the resources and support they needed to be successful. Some of the lessons/learnings from 2020-2021 directly impacted the development of the goals/actions in our 2021-2024 LCAP. With the help of our stakeholders, we received feedback and consolidated our goals into four (4) broad goals that reflect the school strategic objectives:

1. Increase Proficiency & Academic Achievement
2. Prepare Graduates for Post-Secondary Experiences
3. Safe & Positive School Environment
4. Modernization

Some of the key actions include hiring three (3) new full-time employees (counselor, Ed Tech coordinator, IT Team lead) and increased investments across technology, mental health, professional development, expanding instructional learning time, and student support services (intervention, credit deficiency and tutoring efforts).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its 2021-2024 LCAP. Specifically, PCHS held various public meetings between January 2021 through June 2021 to solicit feedback at the Long-Term Strategic Planning committee (LTSP), and Budget & Finance committee meetings. In addition, PCHS leveraged the Academic Accountability committee, Department Chair meetings and department specific surveys in order to identify areas of need and solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP.

During the consultation and stakeholder feedback process regarding the development of the school's 3-year LCAP, PCHS communicated remotely (via Zoom) with pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English. PCHS offered information to all students/families regarding low-cost resources for Home Internet Access, and for those families that still could not get Internet Services from Home were/are provided Hotspots at no cost to them. PCHS also has provided Student Internet Access such as (but not limited to) Chromebooks to students that requested them. PCHS has additional Hotspots and Student Access Devices for those that need them.

A summary of the feedback provided by specific stakeholder groups.

Students: Students specifically mentioned that they would like additional time for school activities and student engagement. Students offered a variety of feedback concerning online face-to-face time per department. From this, the administrators contacted the departments that needed additional support which guided much of the summer professional development, as well as the eventual eLearning schedule and shaping the 2021-22 schedule. Students also provided feedback on accessibility. Overall, most students communicated a voice of support for increases efforts in technology, transportation and equitable services.

Parents: Two parents surveys were conducted. Overall, the parents appreciated the effort the PCHS faculty had made during eLearning. The key concern that the parents brought up was the desire for face-to-face online time. Some parents worried that there would be too much screen time, while others desired more time. We also sought feedback from parents regarding their feelings of safety returning back to campus. Around 25% stated that they would not feel safe returning until a vaccine

had been developed and safely tested. This impacted our ability to plan for a full, safe reopening in 2021-2022.

Teachers and staff: The faculty were surveyed at the end of the spring semester and throughout the summer (summer surveys were facilitated by Administration Google Forms and Checkout Surveys, UTLA Survey Monkey Surveys, and the Operations/Technology Department Surveys. Feedback was solicited regarding professional development and technology needs. PCHS was able to buy educational subscriptions, technology equipment, and provide personalized technology coaching and workshops through surveys and meetings and each of those subscriptions and technology needs will continue through 2021-2022. Meetings with department chairs gave feedback on eLearning proposals. From this, more time was created in the schedule for professional development, intervention, office hours, and PLC planning. Three departments submitted their own survey results which indicated preferences to support (not listed in order of preference) - (1) class size reduction, (2) technology, (3) professional development, (4) mental health services, (5) expanded tutoring offerings and (6) expanded credit recovery efforts.

Administrators: Administrators gave feedback concerning policies that would ensure educational equity at the school site. To maintain equity for all students, attendance policies, grade policies, student technology budget, and additional student services were the focus of the feedback. The administrative team also communicated long-term fiscal obligations, which directly impact the LCAP expenditures.

Bargaining Units: UTLA and PESPU: UTLA conducted staff surveys on grading scales and teacher expectations of elearning. Lessons learned were used to develop 2021-2024 LCAP action items. Multiple surveys were conducted to identify professional development interests and availability. Additionally, technical needs of staff were identified through surveys.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Parents and community give input to the LCAP during the Long Term Strategic Planning (LTSP) Committee. LTSP meetings are open to all PCHS stakeholders (community, parents, staff, and students). The LTSP Committee is composed of five groups representing the sections of the strategic plan: Academic Achievement and Innovation, Facilities, Family and Community, Fundraising/Development, and Technology.

Specifically, our LCAP goals and action items were a direct result of stakeholder feedback at the LTSP committee meetings. The various stakeholder groups leveraged existing school-wide and WASC goals to find commonalities and collaborate to refine our 2021-2024 broad goals. Each of the five sub-groups then provided direct feedback on the actions associated with each LCAP goal, as well as provided feedback on school-wide and department specific expenditures.

Goals and Actions

Goal

Goal #	Description
1	Increase Proficiency & Academic Achievement

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of stakeholder groups in order to develop this goal. The overall feedback is that our 2021-24 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute.

The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals.

Specifically, for Goal #1, the stakeholder groups felt that prioritizing academic achievement was critical to ensuring student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanding Intervention Services	Continued implementation of an Academic Coordination of Success Team (ACOST) to offer academic support, intervention, and monitoring for struggling students	\$688,491.00	Yes
2	Professional Development	Continuously diversify and personalize PCHS staff Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD.	\$419,607.00	No
3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	Commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.	\$439,605.00	No
4	Diversify Curriculum	Continue active learning with curriculum based PD and by offering Summer mini grants focused on new curriculum development and assessment. Also continue evaluating curriculum review to develop inclusive and responsive curriculum. Instructional Materials, teacher materials and other necessary items required to diversity curriculum offerings.	\$13,984,418.00	No
5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	Implement "Grading for Equity" pilot in PLC's and departments.	\$0.00	No
6	Teachers: Fully credentialed & appropriately assigned	Palisades Charter High School will continue staffing of instructional programs and review of all teacher credentials per the master schedule.	\$22,306,565.00	No
7	Instructional Materials: Every Student has standards-aligned materials	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	\$266,834.00	No
8	Implementation of academic content and performance standards for all students, including how	English Learners: Palisades Charter High School will continue to ensure that all teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization.	\$0.00	Yes

	English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)			
9	Parent input in decision-making	PCHS will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.	\$57,970.00	No
10	Parental participation in programs for unduplicated pupils	PCHS will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE/FACTOR) program, Fuerza Unida, and TVN.	\$9,000.00	Yes
11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in their English and Math classes.	\$0.00	No
12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	EL students will maintain growth in English Language Development each academic year as measured by the ELPAC (formerly CELDT). The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	\$0.00	Yes
13	10% English learner reclassification rate	In order to identify the percentage of English Learners who classify as fluent English proficient (RFEP), EL students will be supported by the EL Coordinator, EL Teacher, EL Assistant, and other programs will be utilized to provide services to EL students and families.	\$100,090.15	Yes
14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	Palisades Charter High School will continue to create opportunities for AP course offerings, continue staffing of AP instructional programs and support AP students to encourage 50% of AP students to pass at least one AP exam with a score of 3 or higher.	\$0.00	No
15	30% of pupils who exceed college readiness standards	PCHS will continue to administer interim assessments in ELA and Math through SBAC in English and Math classes.	\$0.00	Yes

as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Prepare Graduates for Post-Secondary Experiences

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of stakeholder groups in order to develop this goal. The overall feedback is that our 2021-24 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute.

The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals.

Specifically, for Goal #2, the stakeholder groups felt that preparing graduates for post-secondary experiences is critical to ensuring that we prepare our students for positive outcomes beyond graduation. The focus on college and career readiness will ensure that our students are well prepared to positively contribute to society in meaningful ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
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Actions

Action #	Title	Description	Total Funds	Contributing
1	College Center Support		\$272,333.00	No
2	Career Center Support	Develop partnerships through development director & CTE advisory council to enhance services and expose students to college course and alternative opportunities	\$119,539.00	No
3	Career Technical Education Program Support	Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers	\$677,404.00	No
4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	Continue PCHS' dual enrollment course offering with its community college partners for students to earn both School and college credits.	\$333,697.00	No
5	70% of pupils who have successfully completed A-G Requirements (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida that leads to more students taking and completing A-G and/or CTE courses.	\$0.00	No
6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses.	\$0.00	No
7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased A-G and CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses in addition to A-G requirements.	\$0.00	No

8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	Continued efforts to maintain student academic achievement and increase graduation rate from 99% to 100%. Efforts include Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing A-G requirements.	\$0.00	No
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Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Safe & Positive School Environment

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of stakeholder groups in order to develop this goal. The overall feedback is that our 2021-24 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute.

The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals.

Specifically, for Goal #3, safe and positive school environment needs to be prioritized. As a result of the recent pandemic and the impact on mental and physical health, the stakeholders felt that prioritizing this area is necessary in order to create a safe school environment for all students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase counseling support	(1) Maintain current counseling support, (2) add 1.0 counselor FTE and (3) increase counseling services/hours to create a positive school environment.	\$1,230,034.00	No
2	Expand access and availability of mental health services	Expand Mental Health Services to provide increased support for students transitioning from virtual to classroom based instruction	\$505,816.00	No
3	Develop and maintain a positive and equitable school climate and culture.	Continue/Expand (1) Food service program, (2) Campus Unification efforts, (3) transportation, and (4) restorative justice program.	\$960,814.00	Yes
4	Increase support for at risk students	Increase support for at risk and credit deficient students at Pali Academy	\$3,346,704.00	Yes
5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. Including a focused effort on school discipline (3 school deans) and school safety officer.	\$740,170.00	No
6	School will maintain a high ADA- as close to 96% as possible.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	\$265,850.00	No
7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	Attendance Personnel/training in order to implement absenteeism outreach. Continue with high levels of communication with various media/formats to engage students and parents/guardians. In addition, continue with intervention & counseling support for students with attendance concerns.	\$0.00	No
8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	This action is executed in parallel with pupil graduation rate. Efforts include prevention and intervention strategies, as well as enrollment in appropriate programs.	\$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Modernization

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of stakeholder groups in order to develop this goal. The overall feedback is that our 2021-24 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute.

The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals.

Specifically, for Goal #4, Modernization was prioritized by our stakeholder groups which includes investments in education technology, in-classroom modernization, developing new/modern curriculum and also modernizing facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Access to Technology	Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.	\$1,466,912.00	No
2	Maintenance/Facilities	PCHS will continue to work with LAUSD to maintain a clean and safe facility in good repair (space and aging infrastructure).	\$707,683.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.55%	\$91,526.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. PCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as Smarter Balanced IABs, CAASPP, AP, and PLC Benchmark Assessments at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the school employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing courses and workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff provide outreach to ensure that students are aware of these supports. Further, all students, including socioeconomically disadvantaged students, have access to mental health counseling, and free tutoring.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Currently, we can review the following data to assess 2020-2021 Academic Gains:
 Statewide assessment participation and performance (ELPAC for ELLS and CA Interim Comprehensive Assessments for Junior Class)
 Progress toward English language proficiency (Scholastic Reading Inventory, Achieve 3000)
 Grade Distribution
 Chronic absenteeism rates and ADA rates
 PLC formative and summative assessment (internal assessments)
 AP Participation
 Intervention Data
 Stakeholder Surveys (Socioemotional, Mental Health)
 Enrollment and Participation rates in both virtual and specialized programs:
 Remote Learning, Back to Campus Program (B2C), Onsite Instruction, iFLi in Person Participation, Summer School, and Bridge Program

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$40,198,019.15	\$7,752,368.00	\$80302.00	\$868,847.00	\$48,899,536.15	\$43,894,872.15	\$5,004,664.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Expanding Intervention Services	Low Income, Foster Youth, English learner (EL)	\$504,141.00	\$184,350.00			\$688,491.00
1	2	Professional Development	All		\$360,000.00		\$59,607.00	\$419,607.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	Hispanic or Latino, African-American	\$308,530.00			\$131,075.00	\$439,605.00
1	4	Diversify Curriculum		\$13,745,306.00	\$239,112.00			\$13,984,418.00
1	5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	6	Teachers: Fully credentialed & appropriately assigned	All	\$19,205,665.00	\$3,100,900.00			\$22,306,565.00
1	7	Instructional Materials: Every Student has standards-aligned materials	All	\$250,000.00	\$16,834.00			\$266,834.00
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	English learner (EL)					\$0.00
1	9	Parent input in decision-making	All	\$57,970.00				\$57,970.00
1	10	Parental participation in programs for unduplicated pupils	English learner (EL), Low Income				\$9,000.00	\$9,000.00

1	11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	All					\$0.00
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	English learner (EL)					\$0.00
1	13	10% English learner reclassification rate	English learner (EL)	\$100,090.15				\$100,090.15
1	14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	All					\$0.00
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	English learner (EL)					\$0.00
2	1	College Center Support	All	\$272,333.00				\$272,333.00
2	2	Career Center Support	All	\$119,539.00				\$119,539.00
2	3	Career Technical Education Program Support	All	\$477,240.00	\$164,827.00		\$35,337.00	\$677,404.00
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	All	\$333,697.00				\$333,697.00

2	5	70% of pupils who have successfully completed A-G Requirements (repeated expenditure, Goal 1, Action 6)	Foster Youth, English learner (EL), All, Low Income						\$0.00
2	6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	All						\$0.00
2	7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	All						\$0.00
2	8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	All						\$0.00
3	1	Increase counseling support		\$1,201,367.00	\$28,667.00				\$1,230,034.00
3	2	Expand access and availability of mental health services	All		\$301,202.00		\$204,614.00		\$505,816.00
3	3	Develop and maintain a positive and equitable school climate and culture.	English learner (EL), Foster Youth, Low Income	\$397,012.00	\$78,500.00	\$80,302.00	\$405,000.00		\$960,814.00
3	4	Increase support for at risk students	English learner (EL), Foster Youth, Low Income	\$542,315.00	\$2,780,175.00		\$24,214.00		\$3,346,704.00
3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.		\$740,170.00					\$740,170.00
3	6	School will maintain a high ADA- as close to 96% as	All	\$265,850.00					\$265,850.00

		possible.						
3	7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	All					\$0.00
3	8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	All					\$0.00
4	1	Increase Access to Technology	All	\$969,111.00	\$497,801.00			\$1,466,912.00
4	2	Maintenance/Facilities	All	\$707,683.00				\$707,683.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,543,558.15	\$5,105,099.15
LEA-wide Total:	\$100,090.15	\$100,090.15
Limited Total:		
Schoolwide Total:	\$1,443,468.00	\$5,005,009.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Expanding Intervention Services	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$504,141.00	\$688,491.00
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1,	Schoolwide	English learner (EL)	All Schools		\$0.00

		Action 2)					
1	10	Parental participation in programs for unduplicated pupils	Schoolwide	English learner (EL), Low Income	All Schools		\$9,000.00
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	Schoolwide	English learner (EL)	All Schools		\$0.00
1	13	10% English learner reclassification rate	LEA-wide	English learner (EL)	All Schools	\$100,090.15	\$100,090.15
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	LEA-wide	English learner (EL)	All Schools		\$0.00
3	3	Develop and maintain a positive and equitable school climate and culture.	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$397,012.00	\$960,814.00
3	4	Increase support for at risk students	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$542,315.00	\$3,346,704.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$200,075.00	\$59,607.00		\$24,214.00		\$584,951.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Professional Development		\$59,607.00					\$419,607.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	\$131,075.00						\$439,605.00
1	10	Parental participation in programs for unduplicated pupils	\$9,000.00						\$9,000.00
2	3	Career Technical Education Program Support						\$35,337.00	\$677,404.00
3	2	Expand access and availability of mental health services						\$204,614.00	\$505,816.00
3	3	Develop and maintain a positive and equitable school climate and culture.	\$60,000.00					\$345,000.00	\$960,814.00
3	4	Increase				\$24,214.00			\$3,346,704.00

		support for at risk students							
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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

September 24, 2021

Dear Charter School Governing Board President and Charter School Leader:

This notification serves as verification that the Charter Schools Division (CSD) is in receipt of **Palisades Charter High** board-approved Local Control and Accountability Plan (LCAP) for the 2021-22 LCAP year. The CSD staff has reviewed the LCAP for completeness. Findings from the review are noted below, which may also include comments that pertain to related concerns identified through oversight (e.g. Benchmarks, Notices). Should you have any questions, please contact your assigned Fiscal Manager or Specialist.

LCAP COMPONENTS	FISCAL REVIEW	INST. REVIEW
LCFF Budget Overview for Parents		
Total Budgeted Expenditures and Total Budgeted Expenditures for High Needs Students should align with the Total Funds in the Total Expenditures Table and the Contributing Table, respectively, for the 2021-22 LCAP year. Fiscal Note 1	☑	
Annual Update for the 2019-20 LCAP Year	☑	
Annual Update for the 2020-21 Learning Continuity and Attendance Plan	☑	
Is the correct LCAP year (2021-22) reflected on the LCAP template?		☑
2021-2024 PLAN SUMMARY		
1. General Information		☑
2. Reflections: Successes		☑
3. Reflections: Identified Need		☑
4. LCAP Highlights		☑
5. If CSI, is CSI information (schools identified, support for identified schools and monitoring and evaluating effectiveness) included?		n/a
Stakeholder Engagement		
1. Summary of stakeholder process and how the stakeholder engagement was considered		☑
2. Summary of feedback provided by specific stakeholder groups		☑
3. Description of the aspects of the LCAP that were influenced by specific stakeholder input		☑
Goals and Actions		
For <u>each</u> goal, does it contain the following: Goals, Measuring and Reporting Results, Actions, and Total Funds (associated with each action). In addition, does the measuring and reporting results contain metric, baseline, and Desired Outcome for 2023-2024. Goals must cover all 8 state priorities: 1. Basic Conditions for Learning 2. State Standards 3. Parent Involvement (Engagement) 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes		
Metrics		
These elements must be addressed in the measuring and reporting results or within LCAP Actions.		
1. Teachers: Fully credentialed & appropriately assigned		☐
2. Instructional Materials: Every student has standards-aligned materials		☐
3. School Facilities in “Good Repair”: Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria		☑
4. Implementation of academic content and performance standards for all students, including how English learners will access the Common Core State Standards and ELD standards		☐
5. Parent input in decision-making (if it’s contained or addressed in the LCAP metrics or actions)		☐
6. Parental participation in programs for unduplicated pupils (UDPs)		☐
7. Statewide CAASPP assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA)		☐
8. Percentage of pupils who have successfully completed a-g requirements (high school only)		☐
9. Percentage of pupils who have successfully completed CTE courses from approved pathways (high school only)		☐
10. Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)		☐
11. Percentage of English learners who progress in English proficiency (as measured by ELPAC)		☐

12. English learner reclassification rate		<input type="checkbox"/>
13. Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)		<input type="checkbox"/>
14. Pupils prepared for college by the Early Assessment Program (EAP) (as measured by 11 th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (high school only)		<input type="checkbox"/>
15. Attendance rates		<input type="checkbox"/>
16. Chronic absenteeism rates		<input type="checkbox"/>
17. High school dropout rates (high school only)		<input type="checkbox"/>
18. Middle school dropout rates (middle school only)		n/a
19. High school graduation rates (high school only)		<input type="checkbox"/>
20. Suspension rates		<input checked="" type="checkbox"/>
21. Expulsion rates		<input checked="" type="checkbox"/>
22. Other local [school climate] measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		<input type="checkbox"/>
23. Course Access: Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language)		<input type="checkbox"/>
24. Other Pupil Outcomes: If available, outcomes for subjects listed in course access.		<input type="checkbox"/>
Goal 1		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 2		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 3		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 4		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 5		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input type="checkbox"/>	<input type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input type="checkbox"/>	<input type="checkbox"/>
Goal 6		
1. Measuring and Reporting (needs to include metric, baseline, and Desired Outcome for 2023-2024)	<input type="checkbox"/>	<input type="checkbox"/>
2. Actions	<input type="checkbox"/>	<input type="checkbox"/>
3. Total Funds (should align with the information in the Total Expenditures Table)	<input type="checkbox"/>	<input type="checkbox"/>
Did the LCAP cover all applicable metrics?	Y	N
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Increased or Improved Services for Foster Youth, English Learners and Low-Income Students.		
1. Percentage to increase or improve services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Increase apportionment based on enrollment of the above subgroups (should align with the information in the Total Expenditures Table)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Required description 1: For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income	<input checked="" type="checkbox"/>	<input type="checkbox"/>

students were considered first, and (2) how these actions are effective in meeting the goals for these students.		
4. Required description 2: A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.	<input checked="" type="checkbox"/>	
Expenditures Tables		
1. Total Expenditures Table	<input checked="" type="checkbox"/>	
2. Contributing Expenditures Table	<input checked="" type="checkbox"/>	

Comments:

Following Metric Elements not addressed:

- Metric 1 – Teachers: Fully credentialed & appropriately assigned
- Metric 2 – Instructional Materials
- Metric 4 – Implementation of academic content and performance standards for all students
- Metric 5 – Parent input in decision-making
- Metric 6 – Parental participation in programs for unduplicated pupils
- Metric 7 – Statewide CAASPP assessments
- Metric 8 – Percentage of pupils who have successfully completed A-G requirements
- Metric 9 – Percentage of pupils who have successfully completed CTE courses
- Metric 10 – Percentage of pupils who have successfully completed both A-G and CTE courses
- Metric 11 – Percentage of English learners who progress in English proficiency
- Metric 12 – English learner reclassification rate
- Metric 13 – Percentage of pupils who pass AP exams
- Metric 14 – Pupils prepared for college by the Early Assessment Program
- Metric 15 – Attendance rates
- Metric 16 – Chronic absenteeism rates
- Metric 17 – High school dropout rate
- Metric 19 – High school graduation rates

Actions for each of the four Goals not addressed

Fiscal Note 1 - Increased or Improved Services for High Needs Students - The FY 2021-22 planned spending for high needs students of \$1,623,907 in the Budget Overview for Parents does not align with the contributing expenditure table total amount of \$4,996,009.