

Palisades Charter High School

Board Meeting

Date and Time

Tuesday April 22, 2025 at 5:00 PM PDT

Location

Pali South (Historic Sears Building)
302 Colorado Avenue
Santa Monica, CA 90401

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

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





SUPPORTING DOCUMENTATION:

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

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Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests		2 m
	Dr. Roger Crystal is attending remotely: 184-B, North Canon Drive, Beverly Hills, CA 90210		
	Jessica Recinos is attending remotely: 3361 Boxford Ave., Commerce, CA 90040		
			
			
			
			
C.	Public Comment		30 m
	<p><i>"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).</i></p> <p>Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General</p>		

	Purpose	Presenter	Time	
public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).				
D.	Approve Minutes	Approve Minutes	Sara Margiotta	2 m
Approve minutes for Special Board Meeting on March 24, 2025				
E.	Approve Minutes	Approve Minutes	Sara Margiotta	2 m
Approve minutes for Board Meeting on March 18, 2025				

II. Organizational Reports

5:36 PM

A.	Student Report	FYI	Charlie Speiser	3 m
B.	Parent Report	FYI	Kristina Irwin, Roger Crystal, Jessica Recinos	3 m
C.	Represented Classified Staff Report	FYI	Andrew Paris	3 m
D.	Unrepresented Classified Staff Report	FYI	Dr. Martha Monahan	3 m
E.	Faculty Report	FYI	Maggie Nance, Nicholas Albonico, Minh Ha Ngo	3 m
F.	Human Resources Director (HR) Report	Vote	Dr. Martha Monahan	5 m
"Motion to Release from Employment Certificated Temporary Employees."				
G.	Director of Operations Report	FYI	Rafael Negroe	3 m
H.	Director of Information Technology Report	FYI	Jeff Roepel	5 m
I.	Director of Development Report	FYI	Rene Rodman	3 m
J.	Chief Business Officer (CBO) Report	FYI	John Azzizzi	3 m

	Purpose	Presenter	Time
K. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
III. Board Committees (Stakeholder Board Level Committees)			6:15 PM
A. Academic Accountability Committee Update	FYI	Dr. Minh Ha Ngo	5 m
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C. Election Committee Update	FYI	Sara Margiotta	5 m
D. Charter Committee Update	FYI	Sara Margiotta	5 m
IV. Board Committees (Board Members Only)			6:35 PM
A. Board Members Only - Committee Updates	FYI	Various	5 m
<ul style="list-style-type: none"> • Audit Committee • Grade Appeal Committee • Survey Committee 			
V. Academic Excellence			6:40 PM
A. Facility and Pali South Updates	FYI	Dr. Pam Magee and Rafael Negroe	20 m
B. Pali South Calendar and Bell Schedule	FYI	Pali Administrators	10 m
C. AP Testing Update	FYI	Pali Administrators	10 m
VI. Governance			7:20 PM
A. 2024-2025 LAUSD CSD Oversight Visit	FYI	Dr. Pam Magee	10 m
The oversight visit is scheduled for Wednesday, May 28, 2025.			
VII. Finance			7:30 PM
A. Second Interim with 2 Year Projection	Vote	John Azzizzi	10 m
"Approval of the 2025-2025 Second Interim Report with 2-Year Projection."			
B. Relocation Budget Update	FYI	John Azzizzi	10 m

	Purpose	Presenter	Time
C. Parking Update at Pali South	FYI	Rafael Negroe	
D. Transportation Update	FYI	Rafael Negroe	5 m
E. International Baccalaureate	FYI	Various Administrators	5 m
F. CFOMW Tax, LLC - Services Fee Agreement	Vote	Dr. Pam Magee	10 m
VIII. Consent Agenda			8:10 PM
A. Finance Items: School Organized Conferences/Trips April 25 -27 Princeton University - American Association of Teachers of Italian Conference Attendee: Ms. Arianna Strippoli July 6 - 11 Savannah, GA - School of Art and Design Educator Forum Attendee: Ms. Shannon Skelly	Vote	Sara Margiotta	5 m
B. Personnel Items	FYI	Dr. Martha Monahan	5 m
IX. New Business / Announcements			8:20 PM
A. Announcements / New Business Monthly Board Meeting: Tuesday, May 20, 2025, at 5:00 PM at Pali South	FYI	Sara Margiotta	1 m
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
X. Closed Session			8:22 PM
A. Potential Conference with Legal Counsel • Potential Temporary Lease Contracts	Vote		5 m
B. Conference with Legal Counsel - Anticipated Litigation	Vote		5 m

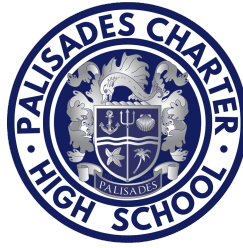
	Purpose	Presenter	Time
	<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: (one potential cases) 		
C.	Employee complaint/Assignment/Discipline/Dismissal/Release	Vote Dr. Martha Monahan	5 m
	<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 		
D.	Potential Litigation	Vote	5 m
	<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 		
XI.	Open Session		8:42 PM
A.	Return to Open Session	FYI Sara Margiotta	1 m
B.	Report Out on Action Taken In Closed Session, If Any.	FYI Sara Margiotta	1 m
XII.	Closing Items		8:44 PM
A.	Adjourn Meeting	FYI Sara Margiotta	1 m

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on March 24, 2025

DRAFT



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Monday March 24, 2025 at 5:00 PM

Location

Join from PC, Mac, iPad, or Android:

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

Phone one-tap:

+16694449171,,81024495766# US

+16699009128,,81024495766# US (San Jose)

Join via audio:

+1 669 444 9171 US

+1 669 900 9128 US (San Jose)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

+1 646 931 3860 US

+1 689 278 1000 US

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

Webinar ID: 810 2449 5766

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

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Trustees Present

Amir Ebtehadj (remote), Andrew Paris (remote), Jessica Recinos (remote), Kiumars Arzani (remote), Kristina Irwin (remote), Maggie Nance (remote), Martha Monahan (remote), Minh Ha Ngo (remote), Nicholas Albonico (remote), Sara Margiotta (remote)

Trustees Absent

Roger Crystal

Ex Officio Members Present

Dr. Pam Magee (remote)

Non Voting Members Present

Dr. Pam Magee (remote)

Guests Present

Alessandra Santini (remote), Jeff Roepel (remote)

I. Opening Items

A.

Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Monday Mar 24, 2025 at 5:17 PM.

B. Record Attendance and Guests

C. Public Comment

Kevin: Father of a cross country runner, expressed support for reinstating Coach Rob and voiced concerns about a lack of transparency regarding the coach's removal. Indicated he does not feel trust in the process and was told there would be further information.

Farnaz: Expressed support for Coach Rob and reported having reached out regarding his termination without receiving a response. Stated that parents feel disrespected by the process and believes students do not need this disruption at this time. Noted no reason has been provided for the coach's dismissal.

Amrita Bessin: Mother of a sophomore long-distance runner, acknowledged being validated but stated she has not received any new information regarding the coach's termination. Requested a meeting with school administration and asked for reconsideration of the termination decision. Thanked the administration for their work during this challenging time.

Zachary Cohen: A cross country runner who expressed feeling excluded from communications about the situation with no explanation provided. Stated that students don't feel heard and requested a reason for the coach's termination.

Danielle Fern: Spoke in support of Coach Rob, citing universal support from runners, families, and the community. Expressed concern that the lack of explanation is harmful to students.

Kate Butler: Parent of track and cross country runners who demanded an explanation from the board regarding the coach's termination.

Brian Butler: Echoed previous sentiments and requested that board meetings return to an in-person format.

Loes: Stated that Coach Rob was a key reason her daughter chose to attend Pali and noted his support of students following the fire. Remarked that she had never encountered a coach or teacher who was so universally appreciated. Expressed being puzzled, frustrated, and emotional about his dismissal, and worried about the impact on students.

GOOGLE FORM RESPONSES:

Lisa Saxon: Lisa Saxon: Disputed an administrator's claim that she attempted to enter campus on March 10, stating she only walked the perimeter with an LA Times photographer for a journalism program story. Despite losing her home, car, and classroom to fire damage, she has continued supporting students' journalism efforts and arranged opportunities for student athletes. She expressed disappointment that while outside organizations reached out supportively, from Pali she received only unfounded allegations. Her request for an apology has gone unanswered.

John Shaver: Mr. Shaver, minister of Palisades Methodist, expressed concerns about the administration's treatment of Cross Country and Track teams. He stated the school had failed to facilitate promised conversations regarding coaching changes and criticized Assistant Principal Licea's response that 'change is never easy' when students had already endured COVID and fire disruptions. Mr. Shaver urged trustees to question administrator attendance at track meets and reconsider the decision about Coach Rob for students' wellbeing.

D. Announce items for closed session, if any.

The board entered closed session at 5:37pm.

II. Open Session

A. Return to Open Session

The board returned to open session at 7:28pm.

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

The board had nothing to report out at this time.

III. Contract – Charter Impact

A. Contract – Charter Impact

The EDP shared an overview regarding the Charter Impact contract, which provides financial and back-office support services for PCHS. The additional support is needed to address both fire-related issues and regular operations, which now require heightened attention to accounting and management processes.

Martha Monahan made a motion to approve the Charter Impact contract for financial services.

Amir Ebtehadj seconded the motion.

Kiumars Arzani recused himself from the vote.

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

Roll Call

Andrew Paris	Abstain
Roger Crystal	Absent
Jessica Recinos	Aye
Amir Ebtehadj	Aye
Sara Margiotta	Aye
Maggie Nance	Abstain
Martha Monahan	Aye
Kristina Irwin	Aye
Nicholas Albonico	Abstain
Minh Ha Ngo	Absent

IV. Los Angeles Community College District (LACCD) Agreement**A. LACCD Agreement**

The College and Career Access Pathways agreement with Los Angeles Community College District (LACCD) renews the existing partnership that enables PCHS students to take dual enrollment courses and earn college credits while still in high school. This joint agreement has no fiscal impact on the school and is routinely renewed on an annual basis.

Nicholas Albonico made a motion to approve the LACCD Agreement.

Kiumars Arzani seconded the motion.

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

Roll Call

Minh Ha Ngo	Absent
Andrew Paris	Aye
Jessica Recinos	Aye
Kristina Irwin	Aye
Nicholas Albonico	Aye
Maggie Nance	Aye
Martha Monahan	Aye
Kiumars Arzani	Aye
Sara Margiotta	Aye
Roger Crystal	Absent
Amir Ebtehadj	Aye

V. Consent Agenda**A. Finance Items: School Organized Conferences and Trips**

Amir Ebtehadj made a motion to approve the consent agenda.

Kristina Irwin seconded the motion.

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

Roll Call

Maggie Nance	Aye
Martha Monahan	Aye
Nicholas Albonico	Aye
Andrew Paris	Aye
Roger Crystal	Absent
Sara Margiotta	Aye
Kiumars Arzani	Aye
Minh Ha Ngo	Absent
Jessica Recinos	Aye
Amir Ebtehadj	Aye
Kristina Irwin	Aye

VI. New Business / Announcements

A. Announcements / New Business

Next regular scheduled board meeting will take place on April 22 at 5pm via Zoom.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:35 PM.

Respectfully Submitted,
Amir Ebtehadj

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on March 18, 2025

DRAFT



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 18, 2025 at 5:00 PM

Location

Join from PC, Mac, iPad, or Android:

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

Phone one-tap:

+16699009128,,89681016181# US (San Jose)

+16694449171,,89681016181# US

Join via audio:

+1 669 900 9128 US (San Jose)

+1 669 444 9171 US

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

+1 646 931 3860 US

+1 689 278 1000 US

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

Webinar ID: 896 8101 6181

International numbers available: <https://palihigh-org.zoom.us/j/kdyAad3eXI>

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Amir Ebtehadj (remote), Andrew Paris (remote), Maggie Nance (remote), Martha Monahan (remote), Minh Ha Ngo (remote), Nicholas Albonico (remote), Roger Crystal (remote), Sara Margiotta (remote)

Trustees Absent

Jessica Recinos, Kiumars Arzani, Kristina Irwin

Ex Officio Members Present

Dr. Pam Magee (remote)

Non Voting Members Present

Dr. Pam Magee (remote)

Guests Present

Charlie Speiser (remote), Diana Kim (remote), Jeff Roepel (remote), Joseph Lin (remote), Rafael Negroe (remote)

I. Opening Items

A.

Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 18, 2025 at 5:05 PM.

B. Record Attendance and Guests

C. Public Comment

Brian Butler: Father of 10th grader, expressed dismay regarding Coach Rob Hockley's removal from track and field and cross country coaching positions. Praised Coach Rob as a winning coach, leader, role model, and mentor. Raised concerns about lack of transparency and requested reinstatement.

Kevin: Parent of a student athlete, advocated for Coach Rob's reinstatement for next year's cross country season, citing his positive influence and coaching abilities. Noted the impact on team members, including top runner Blake Sigworth.

Farnaz: Parent of a student runner, criticized how Coach Rob's dismissal was handled. Initially told he would return for fall cross country, but now will not. Emphasized Coach Rob's continued support for students after the fires and his importance to the team's success and students' well-being.

Amrita Bessin: Mother of a sophomore runner, expressed shock at Coach Rob's dismissal after being assured in December he would coach in fall 2025. Stated her family is reevaluating their decision to attend Pali High and urged reconsideration.

Heather Christofk: Parent of 9th grade talented runner, credited Coach Rob for her daughter's training. Family lost their home in the Palisades fire and emphasized the importance of continuity that Coach Rob provided. Noted this decision affects their future high school choice.

Kayce Mammon: Parent of multiple athletes, praised Coach Rob's coaching talents and connection with students. Emphasized his importance to students' mental health support after the fires and requested his reinstatement.

Owen Lewicky: Student coached by Rob for 3.5 years, expressed frustration at the unexplained dismissal. Emphasized the negative impact on students who have already experienced significant losses due to the fires.

Zachary Cohen: Three-year team member, praised Coach Rob's supportive approach and continued communication with students during challenging times. Expressed concern about lack of transparency regarding his removal.

Emily Ames: Cross country parent, emphasized Coach Rob's exceptional character and commitment to developing both athletes and individuals. Stated he has been the only constant for her daughter through recent challenges.

Jackson Taylor: Student runner, described how Coach Rob created a supportive environment that improved his mental health and motivation. Expressed concern about the impact of Coach Rob's absence on the team.

Molly Lieberman: Senior and four-year team member, praised Coach Rob's leadership and the community he created. Despite graduating soon, urged reconsideration of his removal.

Lajus Collins: Student athlete, highlighted Coach Rob's dedication, including unpaid weekend practices and personal support outside of scheduled times. Noted Coach Rob's professionalism when removed from track.

GOOGLE FORM RESPONSE:

Reginald Gilyard: "My comment relates to the firing of Coach Rob Hockley.

I am a parent of two cross country and track athletes, a resident of the Palisades, and a former University administrator. I would like to see the Pali Hi administration bring back Coach Hockley for both the cross country team and for the distance program on the track team.

Coach Hockley is a very special person in the lives of our young people. Having volunteered with the cross country team I've witnessed up close that Coach Hockley is more than a Coach, he is a character builder. Also, Coach Hockley goes above and beyond in both his time commitment and caring for the athletes. He is an honest, good-hearted person who served as a role model for our students. Lastly, Coach Hockley is a highly successful Coach with teams winning LA city championships, going to state championships, and winning Coach of the Year.

I'm unavailable tonight as I'm attending the Mayor's fire recovery meeting. That said, I would be very happy to have a follow up call or meeting to elaborate on my comments."

D. Approve Minutes

Minh Ha Ngo made a motion to approve the minutes from Special Board Meeting on 03-13-25.

Andrew Paris seconded the motion.

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

Roll Call

Roger Crystal	Absent
Kristina Irwin	Absent

Roll Call

Jessica Recinos	Absent
Andrew Paris	Aye
Sara Margiotta	Aye
Amir Ebtehadj	Aye
Martha Monahan	Aye
Minh Ha Ngo	Aye
Nicholas Albonico	Aye
Kiumars Arzani	Absent
Maggie Nance	Aye

E. Approve Minutes

Maggie Nance made a motion to approve the minutes from Board Meeting on 02-25-25.

Minh Ha Ngo seconded the motion.

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

Roll Call

Martha Monahan	Aye
Kristina Irwin	Absent
Andrew Paris	Aye
Sara Margiotta	Aye
Minh Ha Ngo	Aye
Amir Ebtehadj	Aye
Jessica Recinos	Absent
Kiumars Arzani	Absent
Roger Crystal	Absent
Nicholas Albonico	Aye
Maggie Nance	Aye

F. Approve Minutes

Sara Margiotta made a motion to approve the minutes from Special Board Meeting on 02-25-25.

Andrew Paris seconded the motion.

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

Roll Call

Amir Ebtehadj	Aye
Jessica Recinos	Absent
Nicholas Albonico	Aye
Minh Ha Ngo	Aye
Roger Crystal	Absent
Andrew Paris	Aye
Kristina Irwin	Absent
Maggie Nance	Aye
Kiumars Arzani	Absent
Martha Monahan	Aye

Roll Call

Sara Margiotta Aye

II. Organizational Reports**A. Student Report**

Charlie Speiser reported receiving supply donations from University High School in Fresno and Highland High School in Bakersfield through their school drives. The donations included notebooks, pencils, composition books, and other school supplies needed for restart. He announced an upcoming Haus Labs event, sponsored by Lady Gaga's makeup/cosmetics company. The event will be hosted at UCLA's main quad with free tickets for students. Charlie mentioned they are preparing for upcoming ASB elections and meetings, and expressed excitement about returning to in-person instruction.

B. Parent Report**C. Represented Classified Staff Report****D. Unrepresented Classified Staff Report**

Martha Monahan reported that the LAUSD Fund is waiting for signature approval, with Rene Rodman ensuring distribution. Dr. Monahan expressed hope to get funds to teachers within the next week. She explained that people who lost homes or were evacuated for more than seven days will receive a \$1,000 grant from the LAUSD Fund.

E. Faculty Report

Dr. Minh Ha Ngo expressed appreciation for families sponsoring faculty and staff members for the upcoming Pali Boosters community benefit event. She shared concerns about personal property in classrooms being discarded during cleanup rather than saved for later retrieval. The faculty requested consideration for sound dampening measures in the temporary classrooms at the Sears location, possibly through carpeting or other soundproofing materials. Dr. Ngo inquired about the timeline for accessing relief funds for faculty and staff who lost their homes. Faculty members expressed concerns about the elimination of the pods, which would be discussed later in the meeting.

F. Human Resources Director (HR) Report

Dr. Monahan reported that the Raptor volunteer link is operational and working well, allowing for almost instant volunteer approval through the screening process. The link is available on the website and through teachers for those planning field trips.

G. Director of Operations Report

Mr. Negroe organized his report into four key areas.

Pali Campus Cleanup: The cleanup start meeting is scheduled for March 20th at 8 AM, with an estimated timeline of 30-45 days. The aquatic center is included in the initial decontamination. A professional company has photographed and inventoried classroom contents. Porous items (paper, cloth) will be disposed of during cleanup, while non-porous items will be wiped and preserved. Faculty access to the campus will only be permitted after environmental clearance. When Mr. Albonico asked about picture frames, Mr. Negroe stated they would be wiped, sanitized, and kept.

Pali Campus Temporary Arrangements: LAUSD is planning a three-phase approach for a temporary village: utilizing existing structures, demolishing bungalows to create space, and constructing a new complex to replace J and U buildings. Board members expressed concerns about using the baseball field for the temporary village, noting potential impacts on athletics programs and enrollment.

Temporary Sears Location: Final meetings with the City of Santa Monica are underway, with classroom build-out beginning. The facility will utilize three floors with 75 classrooms total. Faculty raised concerns about classroom acoustics and suggested organizing classrooms by grade level to minimize student movement. Student parking will be available on 4th Street with limited on-site parking; students who previously paid for parking will not incur additional costs.

General Operations: Security personnel are monitoring Pali from 6 AM to 12 AM daily. Efforts are underway to secure AP testing locations for May 5-16. Uni continues to serve as the delivery address and transportation hub for field trips noting students will be held inside a closed campus at Uni and escorted to buses. Food service planning with Chartwells for the Sears location has begun.

H. Director of Information Technology Report

Nothing to report at this time.

I. Director of Development Report

Fundraising efforts are primarily focused on supporting the temporary location buildout. Sara Margiotta clarified that while the messaging centers on the temporary facility, other support initiatives are in place. Andrea King is coordinating donations and collections to support teachers, while Renee Rodman is focusing on fundraising dollars through Raise Pali. Dr. Ngo encouraged support for the Booster Club at the Pali Community Benefit event, as those funds go directly to supporting faculty and staff.

J. Chief Business Officer (CBO) Report

The insurance carrier discussions continue with almost daily conversations, though a final agreement is forthcoming. Mr. Lin clarified that while Pali requested a three-year hold harmless provision, they will likely receive only a one-year approval. He explained this is

due to legislative processes, as such provisions must be voted on by the legislature. Dr. Magee noted they could potentially go back to request additional years to maintain consistency with promises made by elected officials early in the disaster response. Mr. Lin also mentioned that budget templates have been released and conversations regarding 2025-26 budget development are currently underway.

K. Executive Director/Principal (EDP) Report

EDP Magee reported that a Town Hall was held the previous Friday, which was recorded and posted on the school homepage. The Town Hall featured LAUSD facilities personnel and environmental experts who discussed campus conditions and potential reopening timelines. An FAQ document is being finalized and will be posted on the Pali homepage in the news section.

Dr. Magee shared photos of the Sears location interior showing the blank slate condition, as well as prototype classrooms. She noted that these spaces are still raw with no paint on the sheetrock, and welcomed the idea of parents and students helping to create a warmer classroom environment.

Regarding enrollment, Dr. Magee reported that Pali is currently holding steady at approximately 2,400 students, compared to their normal enrollment of 3,000. She emphasized that Pali is accepting students for 9th grade and beyond for the coming school year. When Dr. Ngo asked about accepting returning students who had checked out this semester, Dr. Magee confirmed that due to emergency legislation, families can return if they choose.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Dr. Ngo contacted the committee and reported that there are no updates at this time. The committee will meet next Thursday and anticipates receiving two departmental presentations along with updates from the bell schedule ad-hoc committee.

B. Budget & Finance Committee Update

The minutes of the Budget & Finance stand as submitted. The meeting could not be convened yesterday due to lack of quorum.

C. Election Committee Update

The Chair provided details about the board positions up for election in this cycle:

Two Community Representative seats (currently held by Kiumars Arzani and Sara Margiotta)

One Parent Representative seat (currently held by Kristina Irwin)

The Represented Classified Staff seat (currently held by Andy Paris)

One Faculty-elected Faculty Member seat (currently held by Minh Ha Ngo, who was elected to complete the remaining one year of the term)

The Student-elected Teacher seat (currently held by Maggie Nance)

The Chair will work with ASB advisor Rob King to coordinate board elections with student body elections. Once finalized, information about nomination procedures, timelines, and voting processes will be shared.

D. Charter Committee Update

The committee has not met due to the postponement of the charter renewal.

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Audit: Has not met.

Survey: Has not met.

Grade Appeal: Nine grade appeals have been received. Appeal hearings will be held on Tuesday, Wednesday, and Thursday beginning next week.

V. Academic Excellence

A. Facility and Temporary Relocation Planning Updates

Information and updates were covered in the Director of Operations report. No additional details to report at this time.

B. Request to Waive PE State Testing Requirement

Director of Activities, Athletics, and Discipline Adam Licea requested waiving the PE state requirement for 9th graders this year due to challenges from fires, student displacement, and the temporary campus location lacking necessary materials and space for authentic test administration.

He reported that 92% of 300 parents surveyed via ParentSquare supported waiving this requirement. When Dr. Ngo asked if attempting to test students would still be required (as with the CAASPP waiver), Mr. Licea confirmed that his communication with parents and collection of feedback satisfied the attempt requirement. He also clarified that students not tested in 9th grade would take the test in 10th grade instead.

Maggie Nance made a motion to Request to Waive PE State Testing Requirement.

Amir Ebtehadj seconded the motion.

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

Roll Call

Amir Ebtehadj Aye

Roll Call

Kiumars Arzani	Absent
Minh Ha Ngo	Aye
Roger Crystal	Aye
Andrew Paris	Aye
Sara Margiotta	Aye
Martha Monahan	Aye
Maggie Nance	Aye
Kristina Irwin	Absent
Nicholas Albonico	Aye
Jessica Recinos	Absent

C. Updated Graduation Requirements

Counselor Heather Schon presented proposed changes to graduation requirements, prompted by Susan Ackerman's retirement from teaching health and upcoming state requirements for ethnic studies and financial literacy. The administration recommended removing health, technology, and computer requirements from graduation requirements while keeping them as electives. This would create flexibility in student schedules and help accommodate new state mandates without compromising academic competitiveness.

Diana Kim explained that Pali's current 230 credit requirement exceeds LAUSD's 210 credits, and noted that health is being phased out as a requirement across California schools. She added that technology skills are now integrated across the curriculum as students have school-issued devices.

Dr. Ngo raised concerns about the potential impact on the tech department and questioned why these changes weren't first reviewed by the Academic Accountability Committee. Heather Schon and Dr. Magee clarified that the proposal had been discussed in Curriculum Council, and explained they were trying to be responsive to upcoming state requirements while maintaining scheduling flexibility for students.

The Chair confirmed that the administration had followed proper procedures in bringing the proposal directly to the board, as the board had not specifically tasked the Academic Accountability Committee with reviewing these changes. EDP Magee emphasized the time-sensitive nature of making these adjustments to better prepare for future state requirements.

Amir Ebtehadj made a motion to eliminate the PCHS graduation requirement of one semester technical art, one semester computer class, and one semester of health for the class of 2026 and beyond.

Martha Monahan seconded the motion.

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

Roll Call

Amir Ebtehadj	Aye
Andrew Paris	Aye
Kristina Irwin	Absent
Roger Crystal	Aye
Minh Ha Ngo	Aye
Jessica Recinos	Absent
Maggie Nance	Aye
Martha Monahan	Aye
Sara Margiotta	Aye
Kiumars Arzani	Absent
Nicholas Albonico	Aye

D. Change in Elective Opportunities

Randy Tenan-Snow, Co-Chair of the English Department presented a proposal to eliminate the pod system that has been in place for many years at PCHS. Currently, pods link 9th grade English classes with elective courses, creating learning communities for incoming freshmen. The recommendation is to decouple these classes to provide greater flexibility and opportunities for students.

Key advantages of eliminating pods include:

- The ability to offer Advanced Placement courses (such as AP Human Geography and AP Computer Science Principles) to 9th graders
- Increased flexibility for students to choose electives based on interests rather than pod assignments
- Opportunities for students to take West LA College dual enrollment classes
- Better accommodation for students with IEPs who currently face scheduling constraints
- Enhanced ability to develop Career Technical Education (CTE) pathways
- Flexibility to complete new state requirements like ethnic studies and financial literacy earlier

Randy Tenan-Snow acknowledged that this change was challenging for those who had invested years in the pod program. Dr. Ngo expressed concerns about the process, noting that not all pod teachers or VAPA teachers were involved in discussions, and the Academic Accountability Committee hadn't been tasked with the recommendation.

Several board members expressed support for the change, including Amir Ebtehadj who recalled how taking AP Human Geography as a senior would have been good foray into Advanced Placement courses. The student representative, Charlie Speiser, seconded Amir's sentiments, noting that having AP Human Geography in freshman year would help students build confidence for future AP courses. EDP Magee noted frequent requests from parents of motivated freshmen who want access to advanced classes.

Sara Margiotta made a motion to replace the existing pod structure by decoupling the pod elective courses from 9th grade English classes, these elective offerings will continue to be available to all grade levels.

Amir Ebtehadj seconded the motion.

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

Roll Call

Martha Monahan	Aye
Roger Crystal	Aye
Sara Margiotta	Aye
Maggie Nance	Aye
Minh Ha Ngo	Aye
Kiumars Arzani	Absent
Amir Ebtehadj	Aye
Kristina Irwin	Absent
Nicholas Albonico	Aye
Andrew Paris	Aye
Jessica Recinos	Absent

VI. Finance

A. 2024-25 Second Interim Report

CBO Joe Lin presented a budget update projecting a net deficit of approximately \$17,000 for the remainder of the year. He explained this figure reflects a reduction in services for January through March and excludes costs of reimbursable items. When the Chair sought clarification about the overall deficit, Lin confirmed it was projected at \$17,000 for the entire 2024-2025 fiscal year, significantly less than the originally budgeted surplus of approximately \$597,000.

Ms. Nance questioned the purpose of maintaining reserves when facing significant challenges like the school fire, suggesting that soundproofing the temporary campus might warrant using some reserve funds. Ms. Margiotta explained that maintaining certain reserve levels is legally required for the school to be considered fiscally sound, and expressed optimism about finding additional cost savings and fundraising opportunities.

Dr. Ngo raised questions about decreased permit funding due to inability to rent facilities and the expiration of ESSER funds. Mr. Lin confirmed that the budget projects no revenue from permits for the remainder of the year and that all ESSER funds had been expended by September 2024. Margiotta noted that ESSER funds were primarily used for one-time expenses, though some funded temporary positions with clear end dates. She explained that continuing any ESSER-funded programs would require review by the Budget and Finance Committee and board approval.

The Budget and Finance Committee will convene in the coming weeks to review the report.

Sara Margiotta made a motion to approve the 2024-25 Second Interim Report conditional to the Budget and Finance Committee approval.

Martha Monahan seconded the motion.

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

Roll Call

Martha Monahan	Aye
Kiumars Arzani	Absent
Minh Ha Ngo	Aye
Amir Ebtehadj	Aye
Kristina Irwin	Absent
Jessica Recinos	Absent
Roger Crystal	Aye
Maggie Nance	Aye
Andrew Paris	Aye
Nicholas Albonico	Aye
Sara Margiotta	Aye

B. FSMC Contract Renewal - Chartwells

Joseph Lin presented information regarding the proposed renewal of the Chartwells food service contract for year 4 or 5. He provided comparative data points to help the board evaluate the proposed price increase:

- The Consumer Price Index (CPI) for "food away from home" in Los Angeles as of February was 4.88%
- Chartwells proposed a cost increase per meal of approximately 3.8% from the previous year
- The Governor's budget has a proposed cost-of-living adjustment (COLA) of 2.43%

This means the proposed increase is above what the school will receive from the state's COLA, but below the current food inflation rate measured by the CPI.

Sara Margiotta noted that while this specific proposal hadn't gone to the Budget and Finance Committee, the committee had previously approved extending the contract for an additional year without going through a new Request for Proposal (RFP) process, given the current circumstances and timing.

Dr. Ngo inquired about potential cost changes for food service at the temporary location. Lin explained there might be additional costs due to limited options at the temporary site. He outlined two possibilities being considered:

- Using food trucks to provide meals
- Producing food off-site and bringing it to the temporary location (there is a culinary school in Santa Monica Place)

Mr. Lin noted these options might result in "noncompliant meals" that don't meet required nutritional ratios of dairy, protein, fruits, and vegetables, which could potentially increase costs if they need to cater or produce different quality meals.

Martha Monahan made a motion to extend the Food Service Management Company (FSMC) Contract Renewal with Chartwells contingent on the Budget and Finance Committee's approval.

Roger Crystal seconded the motion.

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

Roll Call

Martha Monahan	Aye
Kristina Irwin	Absent
Jessica Recinos	Absent
Sara Margiotta	Aye
Kiumars Arzani	Absent
Andrew Paris	Aye
Roger Crystal	Aye
Maggie Nance	Aye
Minh Ha Ngo	Aye
Nicholas Albonico	Aye
Amir Ebtehadj	Aye

VII. Consent Agenda

A. Finance Items: School Organized Conferences/Trips

B. Personnel Items

Amir Ebtehadj made a motion to approve the consent agenda.

Sara Margiotta seconded the motion.

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

Roll Call

Roger Crystal	Aye
Jessica Recinos	Absent
Sara Margiotta	Aye
Maggie Nance	No
Amir Ebtehadj	Aye
Nicholas Albonico	Aye
Minh Ha Ngo	No
Kristina Irwin	Absent
Kiumars Arzani	Absent
Martha Monahan	Aye
Andrew Paris	Abstain

VIII. New Business / Announcements

A. Announcements / New Business

The next regularly scheduled board meeting in April 22 at 5pm via Zoom.

B. Announce items for closed session, if any.

IX. Open Session

A. Return to Open Session

The board returned to open session at 7:59pm.

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

In closed session the board discussed afterschool athletics and the public comments made today.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
Amir Ebtehadj

Coversheet

Human Resources Director (HR) Report

Section:	II. Organizational Reports
Item:	F. Human Resources Director (HR) Report
Purpose:	Vote
Submitted by:	
Related Material:	HR Board Report 04_22_2025.pdf Resolution re Release of Temporary Employees 24-25.pdf



PALISADES
CHARTER HIGH SCHOOL
Empowering Educational Excellence.

**Human Resources Report
Board of Trustees Meeting
April 22, 2025**

Staff Welcome to Pali South

Pali staff were graciously welcomed to our new home in the historic Sears building with exceptional food, thoughtful gifts, classroom supplies, and a spirit of unity and camaraderie. We extend our sincere gratitude to World Central Kitchen, Mary Sue Milliken, Kalei Park and the facilities team, Dr. David Schonfeld and the National Center for School Crisis and Bereavement, Andrea King, and the entire Pali Admin team for their invaluable contributions to this memorable occasion.

Release of Temporary Employees

Pursuant to Education Code Section 44954(b), the Board may notify temporary employees on or before the end of the school year of its decision to release the employee at the end of the school year. Due to uncertainty surrounding student enrollment projections for the 2025–2026 academic year, temporary employees will be released upon the expiration of their current annual contracts.

Closed Session

Public Employee Discipline/Dismissal/Release, pursuant to Government Code Section 54957:

Respectfully Submitted,
Martha Monahan, Ed.D.
Director of Human Resources

**BEFORE THE BOARD OF TRUSTEES
OF PALISADES CHARTER HIGH SCHOOL
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION TO RELEASE FROM EMPLOYMENT CERTIFICATED
TEMPORARY EMPLOYEES**

WHEREAS, pursuant to Education Code Section 44954(b), the Board may notify temporary employees on or before the end of the school year of its decision to release the employee at the end of the school year; and

WHEREAS, the following employees have been employed by Palisades Charter High School in positions requiring certification qualifications, and are temporary employees:

Employee Number

1. 012184
2. 052082

WHEREAS, it is the Board's intent to release the above-named employees for the subsequent school year, 2025-2026, pursuant to Education Code Section 44954(b).

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. That the Board has determined that it is necessary at this time to give notice to above-named employees that they will be released from employment and not be employed for the subsequent school year; and
2. That the Executive Director/Principal or designee, is directed to issue to the above-named employees a notice prior to the end of the current school year informing above-named employees that they will not be released and not reemployed for the 2025-2026 school year; and
3. That the Executive Director/Principal or designee is authorized to take such further and additional actions as are necessary and appropriate to accomplish the purposes of this Resolution.

The foregoing Resolution was adopted by the Board of Trustees of the Palisades Charter High School on the _____ day of _____, 2025, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President, Board of Trustees of the
Palisades Charter High School

I, _____, Clerk of the Board of Trustees of the Palisades Charter High School, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its regular meeting held on _____, 2025.

Clerk, Board of Trustees of the
Palisades Charter High School

AGENDA ITEM AND REPORTING OUT STATEMENT

CLOSED SESSION AGENDA ITEM:

Public Employee Discipline/Dismissal/Release

REPORTING OUT STATEMENT (PROBATIONARY NONREELECTION):

In closed session, the Board took action to issue notices of release to temporary certificated employee(s), identified by Employee ##s _____, and _____, pursuant to Education Code Section 44954(b), effective at the end of the 2024-2025 school year, and directed the Executive Director/Principal or designee to send out appropriate legal notices.

Coversheet

Executive Director/Principal (EDP) Report

Section:	II. Organizational Reports
Item:	K. Executive Director/Principal (EDP) Report
Purpose:	FYI
Submitted by:	
Related Material:	EDP Board Report 04_22_2025.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Executive Director/Principal Report Board of Trustees Meeting April 22, 2025

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

Schoolwide goals: Academic Achievement, Communication, Diversity, Student Socioemotional Well-being, and Health

Pali South Opening

This week marks the return to in-person learning at the newly completed Pali South site located in the historic Sears building in Santa Monica. This opportunity is possible due to the tremendous effort of so many who came together with commitment and focus to deliver an exciting place for students to learn during the transition period back to the Palisades following the January fires.

Faculty and staff reported to Pali South on Monday, April 21. The day was dedicated to acclimating to the new site. ASB and Ambassadors were on hand to assist teachers in setting up their new classrooms. Dr. David Schonfeld, Director of the National Center for School Crisis and Bereavement at Children's Hospital LA, provided a brief presentation on professional self-care and led a dialogue about the first day of school at the new location. Catering was provided by the generous Border Grill team as coordinated by Mary Sue Milliken. The first day of in person classes for students (April 22) kicked off with a press conference coordinated by the City of Santa Monica.

Many generous donors have supported Pali High with a broad range of contributions. A donor wall commemorating those who made this project possible is a feature of Pali South. An event honoring these individuals and corporate sponsors is being planned and will be announced later this week. A comprehensive list of Pali sponsors will be provided in the coming days. We are so grateful to everyone who has given to support Pali students, faculty, staff, and school community. The road to full recovery will be a long one, and every contribution helps to pave the way for the journey ahead.

International Baccalaureate Proposal – PCHS is exploring the International Baccalaureate program as a potential offering in for the 2026-27 school year. Teachers and administrators have visited multiple valley area schools with model programs. Currently, the program is being

discussed with Department Chairs and Curriculum Council. The conversation will expand to incorporate student and parent feedback during April and May.

A presentation about this proposal is included in the meeting materials.

Graduation Ceremony for the Class of 2025 – The commencement ceremony for the Class of 2025 will be held at the Hollywood Bowl on Wednesday, June 4 at 3pm. This special opportunity was made possible by a parent of a member of the senior class and the governing board of the Hollywood Bowl.

LAUSD Charter School Division Annual Performance-based Oversight (Modified) Visit

In consideration of the January 2025 wildfires and its extraordinary impact on Palisades Charter High, the Charter Schools Division offered, and the school elected to participate in the “modified” oversight visit for the 2024-2025 school year. The oversight visit is scheduled for Wednesday, May 28, 2025.

Guiding Question for this year’s oversight visit: In light of the catastrophic impact the January 2025 Los Angeles wildfires have had on the school community, please share an overview of the school’s efforts (e.g., social emotional support, community meetings, continuity of instruction, etc.) to support stakeholders (i.e., students, families, and staff) and preserve/rebuild the school community.

The full Annual Performance-based Oversight (Modified) Visit packet is included in the meeting materials.

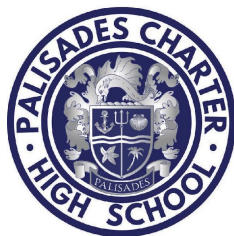
Preparations for opening day



Coversheet

Budget & Finance Committee Update

Section:	III. Board Committees (Stakeholder Board Level Committees)
Item:	B. Budget & Finance Committee Update
Purpose:	FYI
Submitted by:	
Related Material:	Special Budget and Finance Committee Meeting Minutes 03_26_2025.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

SPECIAL MEETING AGENDA - BUDGET/FINANCE COMMITTEE WEDNESDAY MARCH 26, 2025 – 4:00 – 5:00 PM

VIA ZOOM - <https://palihigh-org.zoom.us/j/85983051404?pwd=nOD4TbiGtopB24UCm5mZEz9LdELfci.1>

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.

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.

I. PRELIMINARY:

A. Call to Order & Roll - S Margiotta called the meeting to order at 4:05 pm. In attendance: S Margiotta, D Gronich, S Sherkhonov, R Kianfer. Non-Voting members: P Magee. Additional guests: R Rodman

B. Public Comments - No public comment made

II. OLD BUSINESS (DISCUSSION & POSSIBLE ACTION ITEMS):

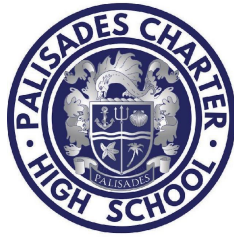
A. Outstanding meeting minute approval for minutes dated: Feb. 10, 2025, Feb. 21, 2025, Feb. 28 2025, March 5, 2025, and March 10, 2025. These were not approved at the regularly scheduled meeting on March 17, 2025 as the committee did not have quorum and therefore did not convene. (In attendance: S Margiotta and D Gronich)

III. NEW BUSINESS (DISCUSSION & POSSIBLE ACTION ITEMS):

A. 2024-25 Second Interim Report - This was reviewed by the committee with the posted materials. S Sherkhonov made a motion to approve the 2024-2025 second interim as presented. D Gronich seconded the motion. All in favor: S Margiotta, D Gronich, S Sherkhonov, N Hall (ASB). R Kianfer abstained. R Rodman did note that Raise Pali should be separated out in the fundraising line of the budget.

B. FSMC Contract Renewal – Chartwells Contract was reviewed as posted. It was noted that the 2025/2026 totals needed to be revised. D Gronich made a motion to approve the Chartwells contract as presented with the revised contract totals. R Kianfer seconded the motion. Motion passed unanimously with no absentions.

C. Contract – Charter Impact - The transition from an in-house CBO and finance department was discussed and Charter Impact was reviewed as a back end business office solution because of the volume of things that the school has been dealing with due to fire, relocation, insurance, etc. in order to ensure solid fiscal operations. Dr. Magee noted the importance of being in good standing with our Charter authorizer. Currently



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there are 5 FTE in the PCHS finance office. With the change, PCHS may retain 1 as a back office liaison.

IV. OTHER:

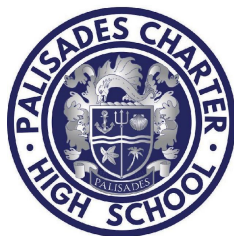
Date of Next Regular Meeting April 21, 2025@ 3:30 pm.

Meeting was adjourned at 4:46 pm.

Coversheet

Election Committee Update

Section:	III. Board Committees (Stakeholder Board Level Committees)
Item:	C. Election Committee Update
Purpose:	FYI
Submitted by:	
Related Material:	Election Committee Meeting Minutes 04_01_2025 .pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

MEETING AGENDA - ELECTION COMMITTEE TUESDAY, APRIL 1, 2025 2:00-3:00 PM

VIA ZOOM: <https://palihigh-org.zoom.us/j/86533524431?pwd=p9csKWx7xclKUFyIHEFZ5Zj1alt78p.1>
Passcode: 244798

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.

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I. PRELIMINARY:

A. Call to Order & Roll Call - S Margiotta called the meeting to order at approximately 2:05 pm. In attendance: S Margiotta, R King, S Klima, D Pickard, T Ballard, Owen Fisher, M Farhai, J Richmond, B Nasiri, M Bedolla.

B. Public Comments - No public comments made

II. NEW BUSINESS (DISCUSSION & POSSIBLE ACTION ITEMS):

A. Election of Election Committee Officers - R King made a motion to approve S Margiotta as the Chair of the Election Committee and B Nasiri as the Recording Secretary. D Pickard seconded the motion. Motion passed unanimously with no abstentions.

B. Approval of Election Timeline - Timeline discussed and revisions made. R King made a motion to approve the revised timeline as outlined. D Pickard seconded the motion. Motion passed unanimously with no abstentions.

C. Approval of Board of Trustee Application Packet was discussed and revisions made. R King made a motion to approve the BOT Application as amended. S Margiotta seconded the motion. Motion passed unanimously with T Ballard absent.

D. Community outreach was discussed. PESPU and UTLA will reach out to their membership. Messages will be sent via Parent Square. Other areas to be considered for community are PP Community Council, Next Door, and BOT outreach.

Date of Next Regular Meeting: April 21, 2025 @ 2:30 pm

Coversheet

Pali South Calendar and Bell Schedule

Section:	V. Academic Excellence
Item:	B. Pali South Calendar and Bell Schedule
Purpose:	FYI
Submitted by:	
Related Material:	Pali South Calendar_Bell Schedule.pdf

Calendar

April 21 | ODD

Asynchronous

April 22 | EVEN

In-person

April 23 | ODD

In-person

April 24 | EVEN

In-person

April 25 | ODD

In-person

Revised PCHS Instructional Calendar | Spring 2025

Week 13: Apr. 14–18	Spring Break No classes
Week 14: Apr. 21–25	Regular ODD Week Odd = M/W/F Even = T/Th
Week 15: Apr. 28–May 2	Regular EVEN Week Odd = T/Th Even = M/W/F
Week 16: May 5–9	Regular ODD Week Odd = M/W/F Even = T/Th
Week 17: May 12–16	Regular EVEN Week Odd = T/Th Even = M/W/F
Week 18: May 19–23	5/23 - Unassigned Day Odd = M/W Even = T/Th
Week 19: May 26–30	5/26 - Memorial Day Odd = T Even = W All = Th Exam = F
Week 20: June 2–6	Exams = M/T Wed. = All & Graduation
Other Important Dates	April 21, 2025 - Asynchronous Day for Students April 22, 2025 - First Day for In-Person Learning @ Pali South May 5–16, 2025 - AP Testing May 17, 2025 - Prom May 30–June 3, 2025 - Spring Final Exams June 4, 2025 - Last Day of Instruction & Graduation June 5, 2025 - Pupil Free Day & Final Grades Due



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Bell Schedule

Pali South 24-25 Block Schedule

Period	Start	End	Duration
Period 0	7:30 AM	8:20 AM	50 Minutes
Period 1/2	8:30 AM	10:10 AM	100 Minutes
Nutrition	10:10 AM	10:30 AM	20 Minutes
Passing	10:30 AM	10:40 AM	10 Minutes
Period 3/4	10:40 AM	12:20 PM	100 Minutes
Lunch	12:20 PM	12:55 PM	35 Minutes
Passing	12:55 PM	1:05 PM	10 Minutes
Period 5/6	1:05 PM	2:45 PM	100 Minutes
Passing	2:45 PM	2:55 PM	10 Minutes
Period 7	2:55 PM	3:45 PM	50 Minutes

All Classes Meet Day | May 29 & June 4

Period	Start	End	Duration
Period 0	7:50 AM	8:20 AM	30 Minutes
Period 1	8:30 AM	9:00 AM	30 Minutes
Period 3	9:10 AM	9:40 AM	30 Minutes
Nutrition	9:40 AM	9:55 AM	15 Minutes
Period 5	10:05 AM	10:35 AM	30 Minutes
Period 2	10:45 AM	11:15 AM	30 Minutes
Period 4	11:25 AM	11:55 AM	30 Minutes
Lunch	11:55 AM	12:25 PM	30 Minutes
Period 6	12:35 PM	1:05 PM	30 Minutes
Period 7	1:15 PM	1:45 PM	30 Minutes



Coversheet

2024-2025 LAUSD CSD Oversight Visit

Section:	VI. Governance
Item:	A. 2024-2025 LAUSD CSD Oversight Visit
Purpose:	FYI
Submitted by:	
Related Material:	Palisades Charter High Modified Oversight Visit 2024-2025.pdf Annual Perf. Based Oversight Visit Report.pdf

2024-2025 Annual Performance-Based Oversight Visit (Modified)

PALISADES CHARTER HIGH

In consideration of the January 2025 wildfires and its extraordinary impact on Palisades Charter High, the Charter Schools Division offered and the school elected to participate in the “modified” oversight visit for the 2024-2025 school year. The oversight visit is scheduled for **Wednesday, May 28, 2025**.

As part of the modified oversight visit and in lieu of the evidence requested in the *Annual Performance-Based Oversight Visit Preparation Guide*, please provide the following documents in Dropbox by **Friday, May 2, 2025**. All oversight documents should be uploaded in a “2024-2025 Oversight Visit” folder.

I. Response to Guiding Question and Related Documents

- A. Guiding Question: *In light of the catastrophic impact the January 2025 Los Angeles wildfires have had on the school community, please share an overview of the school’s efforts (e.g., social emotional support, community meetings, continuity of instruction, etc.) to support stakeholders (i.e., students, families, and staff) and preserve/rebuild the school community.*
- B. Related Documents
 - i. Master schedule
 - ii. Master contract for independent study
 - iii. Description of virtual learning/instruction, including dates and synchronous/asynchronous schedule
 - iv. Health and Safety Plan for temporary facility, including evacuation map
 - v. Staff roster and Vendor list

II. Fiscal Operations Documents

- A. School’s financial plan that includes an updated three-year budget and cash flow projections, incorporating assumptions, such as:
 - projected enrollment/ADA for each year
 - relocation costs to a temporary site
 - construction expenses
- B. The status of the insurance coverage and amounts collected/scheduled to be collected. The financial plan must cover the current year (i.e., FY 2024-25) and the subsequent two (2) (i.e., FY 2025-26 and FY 2026-27). Based on the CSD’s review of the school’s financial plan, additional or supporting documents may be requested.
Please note: The CSD will review the school’s FY 2023-24 independent audit upon submission by Palisades Charter High’s auditor. Based on the audit results, the school will receive a rating in Governance indicator G5 and may or may not receive a rating in Governance indicator G6 and Fiscal Operations. Moreover, depending on the results of the audit, an overall governance score may be recorded, as appropriate.

2024-2025 Annual Performance-Based Oversight Visit (Modified)
PALISADES CHARTER HIGH

Below is a sample agenda for the day of the visit. Please feel free to adjust the times as needed and email the final agenda and parking instructions by **Monday, May 26, 2025**.

Annual Performance-Based Oversight Visit (Modified) Palisades Charter High May 28, 2025 Agenda		
	<u>Activity</u>	<u>Tentative Time Allocation</u>
I.	Opening Meeting: Discussion with School Leadership regarding response to <i>Guiding Question</i>	9:00-9:30 am (30 minutes)
II.	Campus Walkthrough Includes classroom walkthrough (CSD Team may select classrooms), Health and Safety Review (e.g. Epi-pen, AED, evacuation map posting), and other areas as applicable (e.g. PE/athletic facility, specialized program)	9:30-11:30 am (90-120 minutes)
III.	Break	11:30-11:45 am (15 minutes)
IV.	Fiscal Segregation of Duties Review	11:45-12:30 pm (45 minutes)
V.	Visit Debrief	12:30-1:00 pm (30 minutes)



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

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

Charter School Name:		Location Code:	
Current Address:	City:	ZIP Code:	Phone:
			Fax:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

Current Term of Charter¹:		LAUSD Board District:		LAUSD Region:	
July 1, 20xx to June 30, 20xx					
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):			
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):			
Norm Enrollment Number:					
Total Number of Staff Members:		Certificated:	Classified:		
Charter School's Leadership Team Members:					
Charter School's Contact for Special Education:		SELPA & Option:			
CSD Assigned Administrator:		CSD Fiscal Oversight Manager:			
Other CSD Team Members:					
Oversight Visit Date(s):		Fiscal Review Date (if different):			
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):		LAUSD Co-Location Campus(es) (if applicable):			
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)		COO/TCO Approved Grade Levels and Occupancy Loads:			

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
Choose a rating	Choose a rating	Choose a rating	Choose a rating

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: [Click here to enter a date.](#)**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

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

- **Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

GOVERNANCE		RATING*
Summary of School Performance		Choose a rating
<u>Areas of Demonstrated Strength and/or Progress</u> <u>Areas Noted for Further Growth and/or Improvement</u> <u>Corrective Action Required</u>		
Notes:		
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable): <input type="checkbox"/> Not Applicable		
*RATING NOTES: <ul style="list-style-type: none"> A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.). 		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

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- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input type="checkbox"/> Organizational chart in approved charter <input type="checkbox"/> Organizational chart (current) <input type="checkbox"/> Board member roster <input type="checkbox"/> Bylaws (current) <input type="checkbox"/> Board Committee(s) Calendar(s) <input type="checkbox"/> California open meeting law training (Brown Act) <input type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G2: DUE PROCESS**

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input type="checkbox"/> Student discipline policy and procedures <input type="checkbox"/> Employee grievance and discipline policy and procedure <input type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input type="checkbox"/> Human Resources policies and procedures <input type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input type="checkbox"/> Evaluation of school-based staff procedures and tools <input type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form ("ESSA Grid") for current academic year <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G5: FISCAL CONDITION*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, and , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)	<input type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other financial information submitted by the school <input type="checkbox"/> Other: (see Fiscal Operations section below)
	<input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report <input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY***The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<input type="checkbox"/> Board meeting agendas and minutes <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	Choose a rating
California Department of Education's (CDE) Charter School's 2025 Performance Category	Performance Category
<u>Areas of Demonstrated Strength and/or Progress</u> <u>Areas Noted for Further Growth and/or Improvement</u> <u>Corrective Action Required</u>	
Local Indicators: Dashboard Year 2024 Basic Services and Conditions: Choose an item. Implementation of State Academic Standards: Choose an item. Parent and Family Engagement: Choose an item. School Climate: Choose an item. Access to a Broad Course of Study: Choose an item.	
Notes: Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status: <input type="checkbox"/> Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad) <input type="checkbox"/> Comprehensive Support and Improvement – Low Performance (CSI- Low Perform) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) <input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> No Status	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)**Annual Performance-Based Oversight Visit Report**DATE OF VISIT: [Click here to enter a date.](#)**2024 LCFF Charter School Assistance Eligibility:**

- ☐ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- ☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

The school's reclassification rate is ____% as compared to the state's rate of ____%

The school's percent of "At Risk" ELs is ____% as compared to the state's percent of ____%

The school's percent of "LTEs" is ____% as compared to the state percent of ____%

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

- ☐ Not Applicable

****RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: [Click here to enter a date.](#)

- | | |
|--|--|
| <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red
<input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator | <input type="checkbox"/> California School Dashboard (CDE)
<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)
<input type="checkbox"/> Other: (Specify) |
|--|--|

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

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

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

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

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
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- | | |
|--|--|
| <input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Red
<input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI | <input type="checkbox"/> California School Dashboard (CDE)
<input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)
<input type="checkbox"/> Other: (Specify) |
|--|--|

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
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<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)
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A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

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

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

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

- California School Dashboard All Students Graduation Rate Indicator (CDE)



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Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

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

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.



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The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's *self-reported* data and will not be scored.

The charter school provided the following Verified Data for consideration: ☐ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: Choose an item.
Academic Progress Indicator (Math): Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: Choose an item.

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1. The charter school [Choose an item.](#) disaggregate student performance data by student groups. [Click here to list student groups.](#)
2. The charter school [Choose an item.](#) that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☐ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Postsecondary Indicators (high school only):

Postsecondary Indicator: [Choose an item.](#)

1. The report provided by the charter school [Choose an item.](#) the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The report provided by the charter school [Choose an item.](#) the number of eligible students and missing or non-participating students.



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3. The report provided by the charter school [Choose an item.](#) evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p>The Science Indicator information is for informational purposes only and will not be scored.</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state</p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p>	<p><input type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD)</p> <p><input type="checkbox"/> Other: (Specify)</p>

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)*The CSD reviewed the Local Control and Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<p><input type="checkbox"/> LCFF Budget Overview for Parents</p> <p><input type="checkbox"/> 2023-2024 LCAP Annual Update</p> <p><input type="checkbox"/> Plan Summary</p> <p><input type="checkbox"/> Engaging Educational Partners</p> <p><input type="checkbox"/> Goals and Actions</p> <p><input type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</p> <p><input type="checkbox"/> Action Tables</p> <p><input type="checkbox"/> Instructions</p>	<p><input type="checkbox"/> Local Control and Accountability Plan</p> <p><input type="checkbox"/> Board Agenda and Minutes</p>

Notes:

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- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric**Sources of Evidence**



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<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input type="checkbox"/> Key Features of the Educational Program <input type="checkbox"/> Standards-Based Instructional Program <input type="checkbox"/> Master Schedule/Course Schedule <input type="checkbox"/> Student Achievement Data Analysis <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 th grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates
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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 	
Performance Rubric	Sources of Evidence



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<input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	<input type="checkbox"/> Implementation of differentiated instructional strategies <input type="checkbox"/> Intervention/Enrichment Program during the instructional day <input type="checkbox"/> Student Group data analysis <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input type="checkbox"/> Master Plan for English Learners <input type="checkbox"/> Designated English Language Development (ELD) schedule <input type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners <input type="checkbox"/> Implementation of a data analysis system
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- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input type="checkbox"/> District Validation Review (DVR) <input type="checkbox"/> Annual Self-Review Checklist <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> Discussion with school leadership



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

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input type="checkbox"/> Positive school climate system and Restorative Justice documentation <input type="checkbox"/> Documentation of systems to prevent acts of bullying <input type="checkbox"/> Documentation of systems to promote regular attendance <input type="checkbox"/> Professional Development documentation <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input type="checkbox"/> Classroom/site Observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Stakeholder Consultation <input type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input type="checkbox"/> School website <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



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- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input type="checkbox"/> Staff roster <input type="checkbox"/> School master schedule <input type="checkbox"/> Custodian(s) of Records documentation <input type="checkbox"/> Criminal Background Clearance Certifications <input type="checkbox"/> Teaching credential/authorization documentation <input type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	



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Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: [Click here to enter a date.](#)**Review of Transparency and Stakeholder Information Compliance Items**

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: <input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). <input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	
Notes:		



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[INSERT FISCAL TABLE]



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FISCAL OPERATIONS	RATING
Summary of School Performance	Choose a rating
Other circumstances and information could influence the rating and are noted in this evaluation.	
Areas of Demonstrated Strength and/or Progress:	
Areas Noted for Further Growth and/or Improvement:	
Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).	
Corrective Action Required:	
Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):	



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Notes:

<u><i>I.</i></u>	<u><i>Review of Fiscal Documentation</i></u>	<u><i>Comments</i></u>	
<u><i>II.</i></u>	<u><i>Review of 2024-2025 Fiscal Preparation Guide</i></u>	<u><i>Provided</i></u>	<u><i>Comments</i></u>



LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)**Fiscal Operations Rubrics**

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<p>Existing School 4 (Accomplished)</p>	<p>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the two most current annual independent audit reports; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 	



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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

***Existing School
3 (Proficient)***

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



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8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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**Existing School
2 (Developing)**

An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



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**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

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

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



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

***New School
1 (Unsatisfactory)***

A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

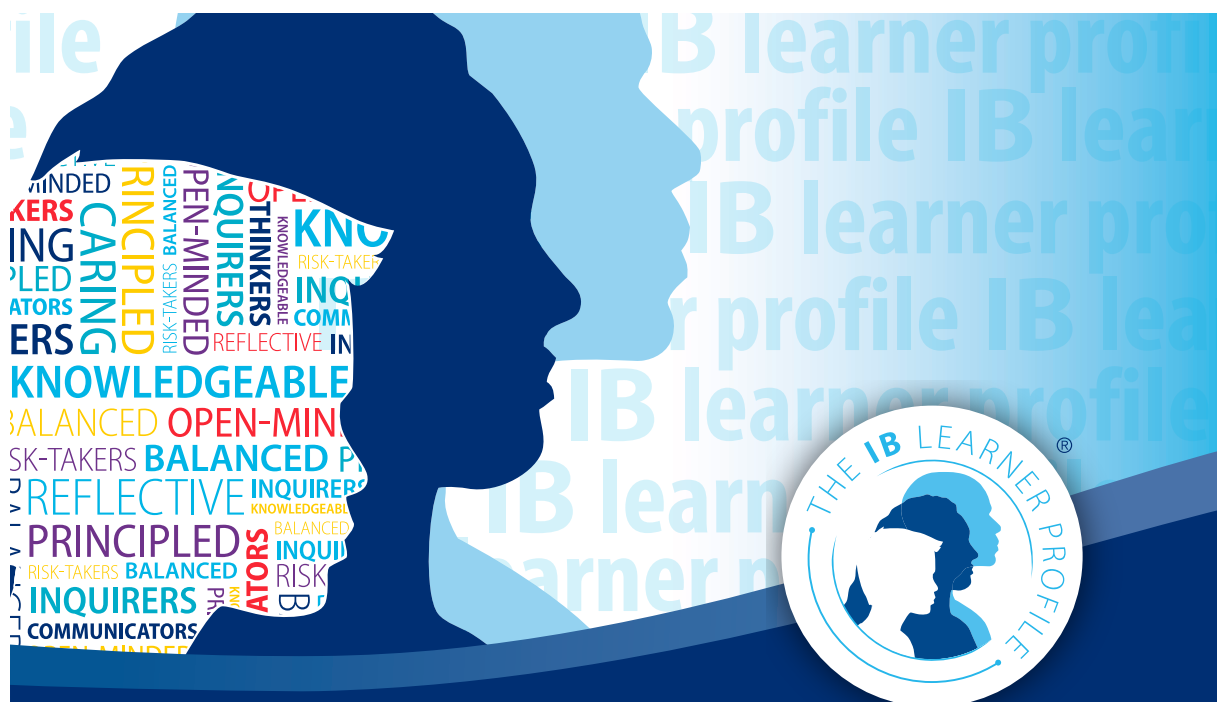
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

International Baccalaureate

Section:	VII. Finance
Item:	E. International Baccalaureate
Purpose:	FYI
Submitted by:	
Related Material:	IB Budget Request 04_22_2025.pdf

A Vision for the International Baccalaureate Programme at Palisades Charter High School



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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IB Programme Advantages and Disadvantages

Advantages:

- Address a gap in student demand for Pali created by the disruption caused by the fire, while also responding to rising academic competition and upgraded facilities in neighboring schools
- Pali's prospective IB Diploma programme will be the only programme on the Westside—specifically south of the 101 and west of the 110
- Inquiry based instructional approach in response to AI. The goal of education is no longer merely to acquire and analyze knowledge; rather, it is to apply knowledge in meaningful and real-world contexts
- A holistic interdisciplinary approach to education
- Support students in writing a 4,000-word research paper in a student's academic area of interest
- Support students in developing and implementing a service project outside of academics, balancing personal growth with community service
- A grading system ensuring teacher internal grading is calibrated with global standards
- IB external assessments that are largely non-multiple choice
- IB students will receive a prestigious globally recognized diploma
- The pedagogical practices introduced through IB will naturally diffuse into non-IB courses, enriching the overall instructional approach across Pali

Disadvantages:

- Financial and Human Resources
- Apprehension regarding changes to established educational offerings

IB Diploma Programme Goals

Students:

Fall of 2026 80 Juniors

Fall of 2027 160 Juniors/80 Seniors

Fall of 2028 320 Juniors/ 160 Seniors

Teachers:

By the Fall of 2027

English (2), Math (2), Social Science (2), Science (3), Foreign Language (2),

Electives (3), TOK (2)

April 2025-June 2026 Budget Request

1. Workshops, Professional Development, Team Planning, Curriculum Development, IB Fees

	Low Estimate	High Estimate
Workshops (20 Teachers/Administrators)	\$9,000	\$19,000
*10 Hours Stipend per Attendee of an IB workshop	\$4,000	\$6,000
* Summer IB team planning	\$4,000	\$6,000
* Curriculum Development 10 Hours per Course	\$6,000	\$9,000
** IB Authorization Fee 2025-2026	\$9,500	\$9,500
Total	\$32,500	\$49,500

* Redirecting/prioritizing NBC hours will reduce cost

** After 2026 the IB Annual Fee is \$12,660

2. Coordinators

A. Creativity, Activity, Service (CAS) Coordinator (3 Periods)

- In 2025-2026 the CAS Coordinator will support Pali with in obtaining authorization
- In 2026-2027, duties transfer over to the job description

B. IB Diploma Coordinator (3 Periods)

Job Description - International Baccalaureate (IB) Diploma Program Coordinator Palisades Charter High School

Program Overview

The International Baccalaureate Diploma Programme (IB) at **Palisades Charter High School** is a rigorous pre-university course of study leading to externally assessed examinations, an independently designed research project, and a mission-driven, research-based service project. It is a two-year course of study for 11th and 12th grade students. IB students take six two-year courses (one from each of six subject categories) and a two-year Theory of Knowledge (TOK) course. Upon completion, students will have undergone internal and external assessments, presented research-based projects, written a 4,000-word essay, and participated in at least 18 months of community service. The program will serve over 400 students annually by the Fall of 2029.

IB Diploma Coordinator

Under the general direction Assistant Principal of Instruction, The International Baccalaureate Coordinator is responsible for managing the **Palisades Charter High School** Diploma Program and works directly with the CAS Coordinator in support of students' attainment of IB Diploma. Responsibilities include:

IBO Support

- Manage all coordinator responsibilities as outlined by the IB Organization, including registrations, exam logistics, and teacher training.
- Lead the self-study and site visit preparation.
- Ensure teacher use of MyIB, eCoursework, and IBIS.
- Stay current with IB regulations and deadlines.
- Maintain and develop IB policy and program documentation.

Administrative Duties, Teacher Support and Professional Development

- Communicate regularly with the Assistant Principal of Instruction and the CAS Coordinator.
- Support student wellness with teachers and parents.
- Lead ongoing IB professional development.
- Coordinate teacher training workshops.
- Collaborate on a two-year assessment calendar.
- Support writing instruction and interventions.

- Work with department chairs to design the program master schedule.
- Develop and execute IB annual budget.
- Analyze external and internal data for establishing and revising SMART goals for the IBDP programme.
- Develop a Pali IB Diploma Handbook for the Parents/Students

Student Support

- Conduct student workshops (college prep, EE, CAS, etc.).
- Develop and manage the 9-10th grade pre-IB program
- Identify scholarship and internship opportunities.
- Coordinate student enrichment activities.
- Manage assessment and homework calendars.
- Support student course scheduling.

Program Representation and Community Liaison

- Lead parent outreach and workshops.
- Manage recruitment and feedback from stakeholders.
- Oversee communications: newsletter, website, and social media.
- Coordinate with the school's Executive Director for publicity.

Teaching Responsibilities

- Teach or co-teach one IB course.

Qualifications

- Valid CA secondary teaching/counseling credential and Master's Degree preferred.
- Minimum of five (5) years teaching experience at Palisades Charter High School
- Familiarity with the International Baccalaureate Programme
- Effective communication skills, both written and oral communications
- Ability to work collegially and collaboratively with other teachers and administrators
- Possess excellent organizational skill with close attention to details.
- IBDP Coordination Certification.
- Knowledge of standards, frameworks, and teaching methods.
- Collaborative, student-focused, cross-curricular experience.
- Budget and data management experience.

Work Schedule: Three Periods 50%

Reports To: Assistant Principal of Instruction

Job Description - International Baccalaureate (IB) Creativity, Activity, Service (CAS) Coordinator

Palisades Charter High School

CAS Coordinator:

Under the general direction Assistant Principal of Instruction, the CAS Coordinator promotes and manifests the vision of PCHS, school and staff values as it relates to all students and IB diploma candidates, works directly with the IB Coordinator, students, staff, CAS advisers/teachers to ensure that the IB's CAS requirements are met, and supports students, counselors, and teachers with CAS resources. Responsibilities include:

Administrative Duties, Teacher Support and Professional Development

- Communicate regularly with the Assistant Principal of Instruction and the IB Coordinator.
- Develop a school-specific CAS handbook.
- Manage CAS records and reports.
- Participate in staff development activities as needed to coordinate and implement the IBDP programme.

Student Support

- Provide IB CAS-related information to students and parents regarding requirements and deadlines.
- Meet with anticipated diploma candidates.
- Articulate regularly with counselors, students, staff, and parents, with respect to IB CAS requirements, student enrollment and retention, and IB pathway options.
- Approve CAS experiences and CAS projects
- Advise and monitor students' progress towards meeting the CAS learning outcomes.
- Periodically review students' CAS portfolios.
- Meet each IB student in three formal documented interviews.

Program Representation and Community Liaison

- Present information to administrators, teachers, parents/guardians, and students regarding all IB CAS-related requirements and opportunities.

- Ensure that teachers, parents/guardians and students understand the CAS curriculum and assessment requirements of the Diploma Programme, particularly as it relates to ethics and international-mindedness.

Teaching Responsibilities

- Teach or co-teach a minimum of one IB course.
-

Qualifications

- Valid CA secondary teaching/counseling credential and Master's Degree preferred.
- Minimum of five (5) years teaching experience at Palisades Charter High School.
- Familiarity with the International Baccalaureate Programme.
- Effective communication skills, both written and oral communications.
- Ability to work collegially and collaboratively with other teachers and administrators
- Possess excellent organizational skill with close attention to details.
- CAS Coordinator Certificate.
- Knowledge of standards, frameworks, and teaching methods.
- Collaborative, student-focused, cross-curricular experience.

Work Schedule: Three Periods 50%

Reports To: Assistant Principal of Instruction

Coversheet

CFOMW Tax, LLC - Services Fee Agreement

Section:	VII. Finance
Item:	F. CFOMW Tax, LLC - Services Fee Agreement
Purpose:	Vote
Submitted by:	
Related Material:	CFOMW Tax LLC ERTC Fee Agreement Palisades Charter 4.7.25.pdf

CFOMW Tax, LLC
333 Washington Blvd #607
Venice, CA 90292

SERVICES FEE AGREEMENT

Via Email: pmagee@palihigh.org

RE: Fee Agreement and Engagement for Palisades Charter High School

Dear Pam,

Thank you for selecting CFOMW Tax, LLC (the "Firm" of "we") to provide Palisades Charter High School ("Client" or "you") with the tax consulting services set forth below. In connection with our engagement to perform this work, we require written acknowledgement of this agreement for our files and the relevant rules of professional conduct.

We feel that it is in the best interest of our clients that they be fully informed of our billing practices and what services we will be undertaking on their behalf. The purpose of this letter, therefore, is to set forth the scope of our engagement to you, to set forth the financial arrangements regarding our engagement, and to verify our agreement of the foregoing:

1. Scope of Engagement

Subject to the terms and conditions herein, including without limitation advance payment of the retainer and a signed copy of this agreement, the Firm will perform those services which you requested the IRS Employee Retention Tax Credit ("ERTC") and, more specifically

1. Provide information regarding eligibility for any ERTC provided for in the Coronavirus Aid Relief and Economic Stimulus Act (the "CARES Act");
2. Gather applicable client data (i.e. payroll data, employer healthcare cost information, etc.) from Client required to calculate the ERTC;
3. Calculate the anticipated ERTC for the Client;
4. Prepare and deliver a Tax Credit Package to Client that includes an eligibility analysis, applicable supporting schedules, and an ERTC calculation based on applicable law (the "Tax Credit Package"); and
5. Provide internal, external and IRS audit support (as required) (collectively, the "Engagement").

We anticipate this work will require us to review your historical tax records and ask you various questions related to the Engagement.

2. Responsibilities of the Parties

The Firm will provide those services reasonably required to represent you in prosecuting the claims described in Paragraph 1 and will take reasonable steps to keep you informed of progress and developments, and to respond promptly to inquiries and communications. You agree to be truthful with the Firm, to cooperate, to keep the Firm informed of any information and developments which may come to your attention, to abide by this Agreement, to pay the Firm's bills on time, and to keep the Firm advised of your address, telephone number and whereabouts. You agree to cooperate fully with the Firm in all matters related to the preparation and presentation of your claims.

3. Fee for Representation

Generally, we bill an hourly rate, however for this matter we will only bill you to complete the Engagement if the Engagement results in a refund of taxes or amounts previously paid or due related to a successful ERTC claim. In the event that you obtain a refund related to taxes or amounts paid pursuant to the ERTC claim, you shall pay a fee as follows:

Six Point Seven Five Percent (6.75%) of the total refund amount received. For the avoidance of doubt, should you receive a refund of \$100,000; you shall pay the Firm a fee of \$6,750. This fee is due immediately and payable within thirty (30) days of receipt of part or all of the refund you receive. Should your refund be overturned by the IRS on audit, the Firm will refund the fee previously paid pro-rata with the principal amount the Client repays to the IRS. For the avoidance of doubt, should the Client pay a fee to the Company of One Hundred Dollars \$100 and the IRS later overturns Ten Percent (10%) of the original refund principal amount, the Firm shall repay the Client Ten Dollars (\$10).

In the event we are required to do additional work outside the reasonably anticipated scope of this Engagement ("Out-of-Scope Services"), such work shall be on a separate hourly basis and shall require a separate engagement letter; no Out-of-Scope Services shall commence prior to your express written authorization and an hourly rate can be outlined in that agreement. Out-of-Scope Services shall include work on separate or distinct matters not contemplated initially by both parties at the time this Agreement was entered into, or rework or other updates to documents necessary to correct inaccurate statements or representations. If we anticipate the need to provide any significant Out-of-Scope Services in connection with Engagement, we will endeavor to notify you before commencing with such work and incurring expenses and time and may request that you sign a separate engagement letter for the additional services to be performed.

Out-of-Scope Services include, but are not limited to the following:

- Preparation of original or amended federal or state income tax returns other than those as outlined in the Engagement;
- Bookkeeping or financial record compilation services;
- Representation before state tax authorities concerning audits or formal examinations;
- Other business consulting services not related to the proposed Engagement;
- Preparing or drafting of other legal documents not specifically discussed earlier;
- Costs for subsequent state revenue authority appeals and audits, or costs incurred for filing in federal, District Court, or any other state court.

We do our best to see that our clients are satisfied not only with our services but also with the reasonableness of the fees and disbursements charged for these services. Therefore, if you have any questions about or objection to a statement or the basis for our fees to you, you should raise it promptly and not more than thirty (30) days after you receive a bill for discussion. If you object only to a portion of the statement, we ask you pay the remainder, which will not constitute a waiver of your objections.

4. Disbursements

The performance of professional services generally involves costs and expenses, some of which must be paid to third parties. These expenses include, but are not limited to, administrative filing fees, court reporters, deposition fees, travel costs, copying costs, telecopier costs, messenger services, long distance telephone charges, computerized research expenses and expenses of experts whom we deem appropriate to assist in our representation of you. For purposes of this Engagement, we shall not charge any amounts for costs and expenses.

5. Retainer

No retainer is being requested as part of this Engagement.

6. No Guarantees

The Firm and you understand and agree that no results have been guaranteed by the Firm or any of its employees and that this agreement is not based upon any such promises or anticipated results.

7. Governing Law

This Agreement shall be construed, governed, and enforced in accordance with the laws of the State of California without reference to its law on the choice of laws. Any disputes relating to the terms and/or language of this Agreement shall be resolved by a California court of competent jurisdiction or as otherwise mutually agreed upon in writing by all Parties to the Agreement.

8. Withdrawal from Representation

Our firm's relationship with you is one of mutual trust and confidence. If you, for whatever reason, wish us to cease representing you, you may do so. If we feel we no longer wish to represent you, we will inform you in writing so you have sufficient time to find new representation. We will only do so in the following circumstances: (a) a lack of cooperation by you in promptly submitting necessary requested information; (b) your knowingly providing us, your adversaries or the government with false information; (c) your disregard of advice about matters of critical importance to your case; (d) your failure to promptly pay fees; or (e) for any other breach of this Agreement unless you cure the breach to the Firm's satisfaction, not to be unreasonably withheld, within thirty (30) calendar days of the Firm providing written notice of the breach and notice to cure. .

Upon such termination, however, you would remain liable for any unpaid fees and costs. We also shall be authorized to reveal this agreement and any other necessary documents to any court or agency if the same should prove necessary to effect withdrawal or collection of our fees. Should you terminate the Engagement after the relevant forms required to file the ERTC are provided to you and a refund is later obtained, the fees stated above shall remain fully due and payable. If, within thirty (30) days after receiving initial approval from the IRS for your ERTC claim you decide to rescind your application and, if applicable, decide to return any ERTC proceeds to the IRS, you shall not owe any fees for the Services, unless you decide to re-apply for the ERTC and obtain a refund. In that case, the fees as outlined in this agreement shall apply.

It is the policy of this firm to make every effort to have our clients feel that they are treated on a fair basis. We welcome an honest discussion of our fees and our services and encourage our clients to inquire about any matter relating to our fee arrangement or monthly statements that are in anyway unclear or appear unsatisfactory. If you have any questions, please do not hesitate to call us.

9. Miscellaneous

By executing this agreement, you acknowledge that fees received by the Firm may be utilized to pay employees or contractors associated with the Firm who assisted with the Engagement.

The Firm is not responsible for any errors or omissions regarding information, in whatever form, that you provide to the Firm; you agree that the Firm cannot verify the accuracy of

your information and as such the Firm is in no way liable in any way for such provided information.

If this letter correctly sets forth your understanding of the scope of the services to be rendered to the company by the Firm and the manner by which fees will be charged and paid, and if the terms of the engagement are satisfactory, please execute the enclosed copy of this letter and return it to us. If the scope of the services described is incorrect or if the terms of the engagement set forth in this letter are not satisfactory to you, please let us know in writing so that we can discuss either aspect.

By executing this agreement, you acknowledge that there is uncertainty concerning the outcome of this matter and that the Firm and the undersigned professionals have made no guarantees as to the disposition of any phase of this matter. All representations and expression relative to the outcome of this matter, are only expressions of the said professional's opinions and do not constitute guarantees. We look forward to continuing to work with you and thank you once again for the opportunity to serve.

Very truly yours,

A handwritten signature in black ink, appearing to be 'TW' or a stylized 'M' and 'W'.

Michael Williams

READ, AGREED AND CONSENTED TO:

Signature

Name

Title

Date

Coversheet

Finance Items: School Organized Conferences/Trips

Section:	VIII. Consent Agenda
Item:	A. Finance Items: School Organized Conferences/Trips
Purpose:	Vote
Submitted by:	
Related Material:	Strippoli Conference Request .pdf Skelly Conference Request.pdf



Palisades Charter High School

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): <u>Arianna Strippoli</u>			
Department/Site: <u>World Languages - Italian</u>		Date of Request: <u>March 25m 2025</u>	
Name of Conference/Activity: <u>AATI Annual Conference</u>			
Organization/Company Holding the Conference/Activity: <u>AATI - American Association Teachers of Italian</u>			
Location of Conference/Activity: <u>Princeton University</u>		Date(s) of Conference/Activity: <u>April 25-27</u>	
Purpose/Rationale (How will this conference/activity be of value to the school?) This conference showcases all developments in teaching Italian language and culture at high school and college level. It has a practical approach that I can use in my courses.			
Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):			
Estimated Expenditures		Pali to Pay Directly	Reimbursement Requested
			Cost
Conference Registration	<u>1</u> people @ \$ 95 - per person		yes \$ 95 -
Certificated Substitute(s)	<u> </u> days @ <u> </u> per day (sal. & stat. ben.)		\$ -
Travel - Mileage	<u> </u> miles @ \$ 0.5750 per mile		\$ -
Travel - Airfare	<u>1</u> people @ \$ 523- per person		yes \$ 523 -
Travel - Ride Sharing Svs/Taxi/Shuttle	Type total amount into "cost" cell		no \$ -
Lodging	<u>3</u> nights @ \$ 0- per night		no \$ 0 -
Meals	<u>3</u> Breakfasts @ \$ 10.00 per meal		yes \$ 150 -
	<u>4</u> Lunches @ \$ 10.00 per meal		
	<u>4</u> Dinners @ \$ 20.00 per meal		
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			no \$ -
TOTAL APPROXIMATE COST			\$ 768 -
AMOUNT APPROVED			
without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.			
Requestor Signature: <u>Arianna Strippoli</u> <i>Arianna Strippoli</i>			
Executive Director Approval: _____		Date: _____	
Funding Source: _____		SACS Code: _____	
Will costs be reimbursed by another organization?		Yes/No If so, what organization? _____	
Board of Trustee/Designee Approval: _____		Date: _____	
Board Approval Date (if applicable): _____		Business Office Review _____	
		(initial) (date)	



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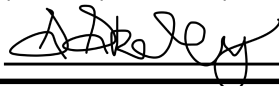
CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): <u>Shannon Skelly</u>	
Department/Site: <u>CTE</u>	Date of Request: <u>March 26, 2025</u>
Name of Conference/Activity: <u>SCAD Educator Forum</u>	
Organization/Company Holding the Conference/Activity: <u>Savannah School of Art and Design</u>	
Location of Conference/Activity: <u>Savannah, GA</u>	Date(s) of Conference/Activity: <u>July 6-11</u>
Purpose/Rationale (How will this conference/activity be of value to the school?) <small>Educators revitalize their creative energy while learning new skills through a variety of educational and recreational activities in the midst of a bustling art scene. There are several workshops that would be beneficial to teaching the Fashion Business class and further my skills as an educator.</small>	

Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>1</u> people @ \$ <u>550</u> per person			\$ <u>550</u> -
Certificated Substitute(s) <u> </u> days @ <u> </u> per day (sal. & stat. ben.)			\$ <u> </u> -
Travel - Mileage <u> </u> miles @ \$ <u>0.585</u> per mile			\$ <u> </u> -
Travel - Airfare <u>1</u> people @ \$ <u>\$500</u> per person			\$ <u>\$500</u>
Travel - Ride Sharing Svs/Taxi/Shuttle <u>150</u> Type total amount into "cost" cell			\$ <u>150</u>
Lodging <u> </u> nights @ \$ <u> </u> Included in registration per night			\$ <u> </u> -
Meals <u>2</u> Breakfasts @ \$ <u>10.00</u> per meal <u>2</u> Lunches @ \$ <u>10.00</u> per meal <u>6</u> Dinners @ \$ <u>20.00</u> per meal			\$ <u>160</u>
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ <u> </u> -
TOTAL APPROXIMATE COST			\$ <u>1360</u> -
AMOUNT APPROVED			

I understand that my request is not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: 

Executive Director Approval: _____	Date: _____
Funding Source: _____	SACS Code: _____
Will costs be reimbursed by another organization? Yes/No	If so, what organization? _____
Board of Trustee/Designee Approval: _____	Date: _____
Board Approval Date (if applicable): _____	Business Office Review _____ (initial) (date)