

# Palisades Charter High School

## Special Board Meeting

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### Date and Time

Monday March 24, 2025 at 5:00 PM PDT

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

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

**SUPPORTING DOCUMENTATION:**

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

**ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:**

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

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Sara Margiotta	
<b>B.</b> Record Attendance and Guests			2 m
<b>C.</b> Public Comment			30 m
<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</i>			

	Purpose	Presenter	Time
<i>allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i>			
<p><b>Google Form Public Comment Procedure:</b> 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 <a href="https://forms.gle/kSsxkvL6T9GgXpdEA">https://forms.gle/kSsxkvL6T9GgXpdEA</a>. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes per person, and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>			
<b>D.</b>	Announce items for closed session, if any.	Sara Margiotta	1 m
<b>II.</b>	<b>Closed Session</b>		<b>5:33 PM</b>
<b>A.</b>	Employee Complaint/Assignment/Discipline/Dismissal/Release  • (Govt. Code section 54957) (Education Code section 44929.21)	Vote  Dr. Martha Monahan	30 m
<b>III.</b>	<b>Open Session</b>		<b>6:03 PM</b>
<b>A.</b>	Return to Open Session	FYI Sara Margiotta	1 m
<b>B.</b>	Report Out on Action Taken In Closed Session, If Any.	FYI Sara Margiotta	1 m
<b>IV.</b>	<b>Contract – Charter Impact</b>		<b>6:05 PM</b>
<b>A.</b>	Contract – Charter Impact  "To approve the Charter Impact Contract."	Vote  Dr. Pam Magee	20 m
<b>V.</b>	<b>Los Angeles Community College District (LACCD) Agreement</b>		<b>6:25 PM</b>
<b>A.</b>	LACCD Agreement	Vote David Pickard	10 m

	Purpose	Presenter	Time
<p>“To approve the College and Career Access Pathways Partnership Agreement between LACCD and PCHS.”</p>			
<b>VI. Consent Agenda</b>			<b>6:35 PM</b>
<b>A.</b>	Finance Items: School Organized Conferences and Trips	Vote	Dr. Pam Magee
	April 23 - April 25   Pinecrest, CA - Forestry Challenge Competition   Supervising Teacher: Steve Engelmann		5 m
<b>VII. New Business / Announcements</b>			<b>6:40 PM</b>
<b>A.</b>	Announcements / New Business	FYI	Sara Margiotta
	Monthly Board Meeting: Tuesday, April 22, 2025 at 5:00pm via Zoom		1 m
<b>VIII. Closing Items</b>			<b>6:41 PM</b>
<b>A.</b>	Adjourn Meeting	FYI	Sara Margiotta
			1 m

# Coversheet

## Contract – Charter Impact

<b>Section:</b>	IV. Contract – Charter Impact
<b>Item:</b>	A. Contract – Charter Impact
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Charter Impact Proposal for PCHS 03_22_2025.pdf



# Proposal for Business Management Services





March 21, 2025

Dr. Pamela Magee, Executive Director/Principal and Dr. Martha Monahan, Director of Human Resources  
Palisades Charter High School  
15777 Bowdoin St.  
Pacific Palisades, CA 90272

Pamela and Martha:

Thank you for the opportunity to submit a proposal for business management services for Palisades Charter High School. We are thrilled at the possibility of working with you. We intend to exceed your expectations, with particular focus on your priority areas:

- 1 - FOUNDATIONAL EXCELLENCE: Palisades Charter High requires a back-office partner with a deep understanding and experience in the nuances of charter school finance, accounting and payroll. We are committed to helping you create an equally strong foundation in each of these pillars of our core service offerings.
- 2 - BUSINESS CONTINUITY: Compliance requests are increasing while key roles within a school's business office become more difficult to hire for, train and retain. Charter Impact has a deep bench of experienced charter finance experts, allowing Pali High to focus on their core mission to empower its diverse student population to make positive contributions to the global community.
- 3 - ADAPTABILITY: As a core value, we take great pride in our adaptable approach. We believe every school has a distinctive set of needs and circumstances that must be met uniquely. We partner with clients to strike the right balance of thoughtful problem-solving for near-term challenges with long-term fiscal sustainability.
- 4 - FLEXIBLE TIMELINE: Charter Impact understands that the changing needs of a school don't always conveniently fall at the beginning or end of the school year. As a trusted partner, our team will work with you to establish a timeline that provides continuity while we implement future processes.

We feel confident that Charter Impact would be an excellent partner for Pali High, and that we can provide a competitively priced service offering with the highest qualifications and capabilities. Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'David P. Lueck', written over a light blue rectangular background.

David Lueck  
Co-CEO  
Charter Impact, LLC

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The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.

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VALERIE BRAIMAH  
EXECUTIVE DIRECTOR, CITY CHARTER SCHOOLS, 2013 - 2021 (LOS ANGELES)





## Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. We stand with our clients, not behind them, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA's, finance experts, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

As **Palisades Charter High School** continues its strategic focus on long-term sustainability and stability, it will be critical to have support from a team of professionals experienced in managing charter schools as well as affiliated non-profit organizations such as CMO's, facility holding companies and foundations. Having our team at your disposal will allow you to manage changes on the Pali High horizon effectively and efficiently, and we will work with you and your board to assist in the long-term strategic planning of the organization to ensure success.

**We highly encourage you to contact our references.**

From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.

# Mission Statement

## Our Vision

Charter Impact empowers mission-driven organizations to create positive, measurable change in their communities by providing personalized expertise in finance, data and back-office business operations.

We accomplish this through enthusiastic collaboration within our team and with our clients.

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## Core Values

### CLIENT-CENTRIC

We anticipate client needs, seek out feedback, and take pride in being exceptionally accessible from Day One.

### COLLABORATIVE

Working together while embracing healthy debate strengthens our team. It helps us retain excellent staff, provide outstanding service, and have fun doing it.

### ADAPTABILITY

Regulations change, systems break, and clients need steady guidance to persevere. We pivot accordingly and provide thoughtful, actionable solutions.

### GRIT

We are dedicated to working hard, taking ownership, and actively seeking out opportunities to be problem-solvers when issues arise.

# Client Success Stories

The stories below provide a recent sample of what we help our clients accomplish.



## Enabling Outstanding Academic Results

Scholarship Prep Public Schools was looking to build on their strong reputation by expanding its mission and impact into additional counties. Charter Impact provided key data, including financial analysis for support of homeless and at-risk students' use of transportation to and from school, access to food, clothes, and additional supplies. Due to the strength of their schools' performance and petitions, Scholarship Prep's Orange County site was awarded a coveted 7-year renewal and the organization received unanimous approval to open multiple schools through a Riverside County-Wide Charter, with the first school opened in spring of 2023.



## Solidifying Your Facilities' Futures

Aspen Public Schools was evaluating plans for their facilities, including lease and purchase options. Charter Impact partnered with legal and facilities planning experts to close over \$12 million in bond financing to purchase their leased Aspen Valley and Aspen Meadow facilities. The funding also supported site improvements and ensures access to suitable cost-effective sites amidst increasing political and economic uncertainty.



## Successful Appeals

College Preparatory Middle School — La Mesa faced an uphill battle on approval of their new charter petition for the 2018–19 school year. After being denied at the local level, we stood and fought with the College Prep team, creating detailed financial plans, responding to multiple inquiries and presenting to the State Board in Sacramento — the eventual authorizer. College Prep Middle School - La Mesa won their appeal and are in the fourth year of serving their community.



## Building for Growth

TEACH Public Schools was founded in 2010 with a mission to provide innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. TEACH grew to three schools serving kindergarten - 12th grade in the Westmont/Gramercy Park community of Los Angeles, and within a decade, interest in TEACH's program grew beyond state borders. When TEACH Public Schools expanded from California to Nevada, Charter Impact was there to support them with the financial acumen and diligence needed to manage a multi-site, multi-state network. Whether you're a start-up school seeking funding for your first facility or a large, complex network expanding your footprint, the Charter Impact team has the expertise to help you grow sustainably.

## References

### CHRISTINA CALLAWAY

Director of School Business, College Prep Middle School  
La Mesa Spring Valley, San Diego, California  
[ccallaway@mycpms.net](mailto:ccallaway@mycpms.net) | 619.303.2782

### KENNEDY HILARIO

Chief Executive Officer, ACE Charter Schools  
San Jose, California  
[khilario@acecharter.org](mailto:khilario@acecharter.org) | 408.295.6008

### RAUL CARRANZA

Superintendent of Schools, TEACH Public Schools  
Los Angeles, California  
[rcarranza@teachpublicschools.org](mailto:rcarranza@teachpublicschools.org) | 323.754.5500

### KRISTIN KRAUS

Director of Finance and Operations, SOAR Charter Academy  
San Bernardino, California  
[kkraus1389@gmail.com](mailto:kkraus1389@gmail.com) | 909.888.3300

### SEBASTIAN COGNETTA, ED.D.

Executive Director, Allegiance STEAM Academy  
Chino, California  
[sebastian.cognetta@asathrive.org](mailto:sebastian.cognetta@asathrive.org) | 909.465.5405

### BILLY MCINTOSH

Executive Director, Highland Academy Charter School  
Beaumont, California  
[bmcintosh@highland-academy.org](mailto:bmcintosh@highland-academy.org) | 951-266-0220

### ANDREW CROWE

Deputy Director, Scholarship Prep Public Schools  
Santa Ana, California  
[acrowe@scholarshipschools.org](mailto:acrowe@scholarshipschools.org) | 760.848.8251

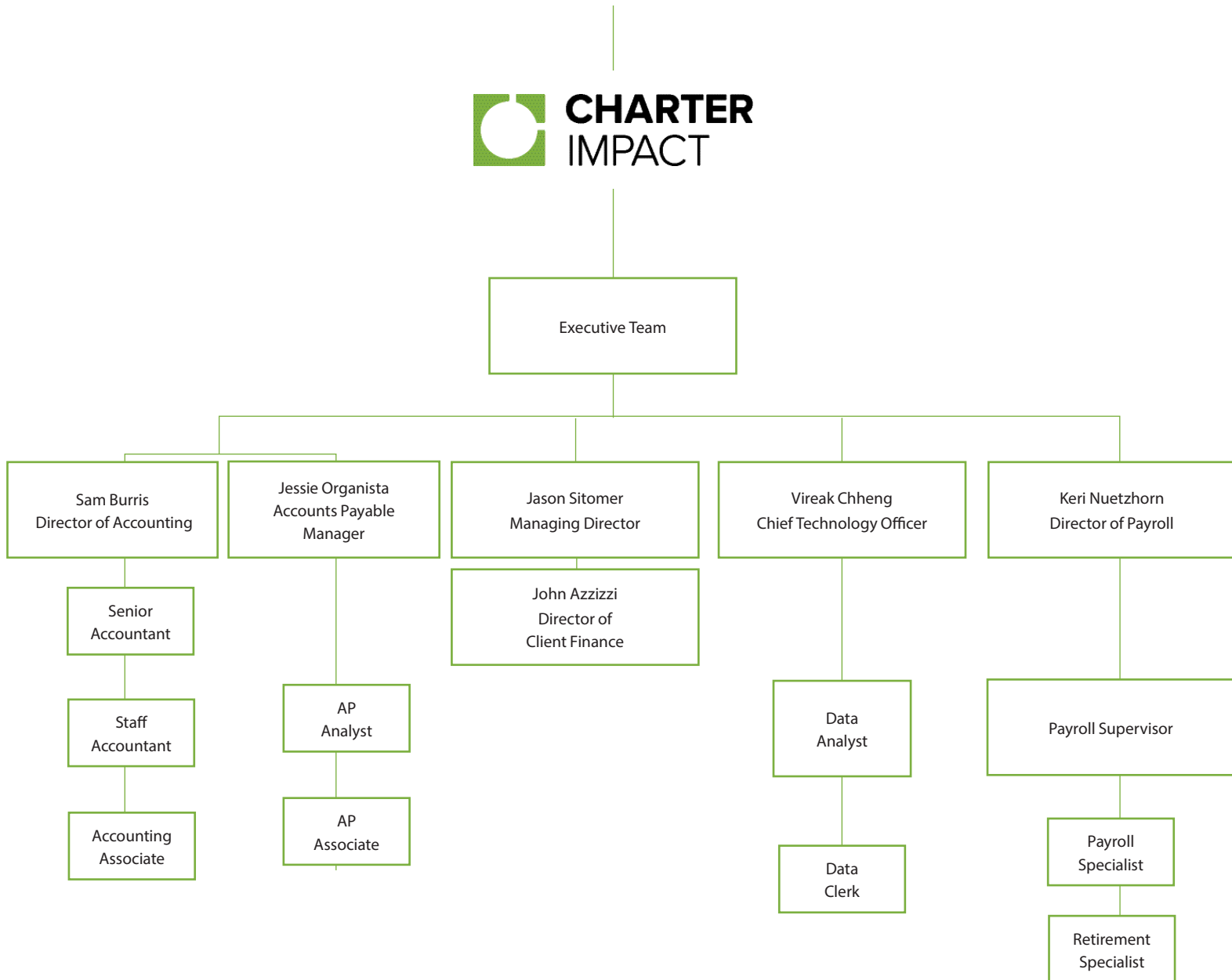
### CINDY WAGNER

Superintendent, O'Farrell Charter Schools  
San Diego, California  
[cindy.wagner@ofarrellschool.org](mailto:cindy.wagner@ofarrellschool.org) | 619.323.4030

"Our experience has been phenomenal; we are thrilled with the transition. The team's knowledge and work ethic are astounding. At last night's Board meeting, CI presented two school budgets, two EPA resolutions and a revised fiscal policies manual. Our board members were blown away. In all of the years they have served, they have never experienced such professionalism, knowledge, and service - all delivered with a little humor. They are very impressed with Charter Impact."

CINDY WAGNER  
SUPERINTENDENT, O'FARRELL CHARTER SCHOOLS

# School's Proposed Support Team



## Team Bios

Below you will find bios for members of our team who will be working directly with your organization. Actual staffing assignments are subject to change and dependent on both timing of term start and after detailed client needs assessment. For more information on the rest of our director team, please visit our website at [www.charterimpact.com](http://www.charterimpact.com).

ADAM KAEI  
Co-CEO



In Adam's role as Co-CEO of Charter Impact, he is responsible for supporting core operations, leading strategic initiatives and driving long-term growth for the company. He is passionate about building high performing teams and

empowering clients to manage their schools and non-profit organizations with the confidence that they are on sure financial footing.

Prior to joining Charter Impact, Adam spent 15 years leading both for-profit and non-profit organizations focused on delivering services in regulated industries. Adam served as Senior Director of Strategy for DaVita, where he was responsible for growth and operations of integrated care plans across the country. Before joining DaVita, Adam worked as a Senior Consultant with Deloitte and Kaiser Permanente, driving operational efficiency for Fortune 100 organizations in the education and healthcare industries. Early in his career, Adam cut his teeth as a Naval Officer leading divisions of 20-40 sailors aboard the USS Pinckney, a guided missile destroyer, where he was responsible for the safe operation, navigation, and self-defense of the ship.

Adam graduated Phi Beta Kappa from Carnegie Mellon University and earned his MBA from the University of North Carolina while serving as an Assistant Professor of Naval Science at The Citadel. In his free time, Adam is active at his CrossFit gym and enjoys spending time outdoors with his wife, Abby and daughter, Claire.

DAVID LUECK  
Co-CEO



David joins Charter Impact with over 20 years of government service and operations experience bringing years of expertise and leadership in mission-driven enterprises. As Co-CEO, he supports client operations through team building and

process excellence to ensure best-in-class service.

Prior to Charter Impact, David specialized in the research, analysis and optimization of small and midsize businesses. Before his work in the private sector, David completed over 20 years of service in the US Navy including numerous tours of duty and seven overseas deployments. For his final tour he served as the senior director of training and readiness for Destroyer Squadron 23 where he oversaw training, compliance and certification requirements of six guided missile destroyers comprising 1,800 personnel as well as directed the tactical employment of seven surface ship assets with Carrier Strike Group Nine onboard USS Theodore Roosevelt.

Previously, David completed tours assigned to USS Freedom, USS Fort Worth, USS Halsey, and USS Wyoming. Additionally, David was a Naval Science Instructor at Massachusetts Institute of Technology (MIT) NROTC where he trained and mentored future military leaders from MIT, Harvard, and Tufts for several years in between operational tours.

David holds a Bachelor of Business Administration in Finance from Jacksonville University where he graduated Summa Cum Laude and a Master of Arts in Law and Diplomacy (MALD) from The Fletcher School at Tufts University. Outside of work, David enjoys time with his wife and son, cooking for family and friends, running, tennis, and hiking.



Team Bios Continued...

## JASON SITOMER, M.B.A.

Managing Director



Jason is responsible for helping schools thrive financially, stay up-to-date on compliance, and succeed in the new post-pandemic reality. Jason oversees a team of ten directors assisting over 75 organizations serving more

than 120 schools and 90,000 students. He takes pride in being a strategic partner with Charter Impact's clients and aggregating best practices from across the industry to drive successful outcomes.

Jason joined Charter Impact in 2021 with over a decade of experience in finance, process improvement, planning and analysis. Most recently, he was Senior Director of Finance for Lifelong Learning Administration Corporation (LLAC), providing financial services to the Learn4Life network of charter schools. During his tenure, he was responsible for the financial projections, cash management, banking relationships, funding determination form applications, and ad hoc analysis and reporting for 20 California charter schools.

While there, Jason found his passion and drive for giving back to the community by helping charter schools utilize the resources available to them and create the most robust charter school programing possible. He is a strong advocate for school choice for all those looking for additional options outside of the traditional public schools currently available to students.

Prior to LLAC, Jason worked at a variety of entertainment companies (Sony, Fox, Universal, and Disney) in various roles focused on analysis and process improvement. He brings his working knowledge from the for-profit world to ensure that the same principles can be applied to the non-profit educational world so its leaders and organizations can achieve sustainable long-term success.

Jason earned his Bachelor of Science in Business Administration from San Francisco State University and his Master of Business Administration from Pepperdine University.

## JOHN AZZIZZI

Director of Client Finance



John Azzizzi brings over 30 years of diverse financial leadership experience to Charter Impact, with a career spanning charter school operations, nonprofit administration, and corporate finance. Before joining Charter Impact, John dedicated 12

years to serving in finance and operations leadership roles within California charter schools, first as Director of Finance and Operations for a single school and later as Director of Finance for a consortium of three independent schools. In these roles, he provided strategic financial oversight, ensuring fiscal stability and compliance while working closely with school boards, authorizers, county offices, auditors, and other stakeholders.

John's expertise extends across finance, HR, IT, facilities, insurance, and risk management, making him a valuable asset to schools navigating complex operational challenges. Prior to his work in the charter school sector, he co-founded a nonprofit foundation focused on education and consulting, serving as its CFO and Board Treasurer.

His early career was rooted in corporate finance, where he spent 13 years at General Electric, progressing through leadership roles starting with GE's prestigious Financial Management Program and ultimately serving as Finance Director for major divisions in the U.S. and abroad.

John holds a Bachelor of Arts in Economics from Yale University and pursued a Master's in Waldorf Education, an experience that deepened his appreciation for the teaching profession—though he humorously admits that facing a Board of Directors is far easier than managing a second-grade classroom. A world traveler, he has lived and worked in Spain, Malaysia, Singapore, and Hong Kong before settling in Northern California.

At Charter Impact, John is committed to leveraging his extensive financial and operational expertise to support charter schools in achieving their missions with financial clarity and sustainability.

Team Bios Continued...

## MAYLEN NARANJO

Director of Client Success



Maylen joined the Charter Impact team in 2014, and is responsible for leading Charter Impact's efforts in maintaining process efficiency and transparency through hands on, in-depth, personalized support of our clients.

Her role includes significant face time with client staff, providing training and obtaining feedback/suggestions about ways to best utilize and improve services.

She has been working with charter schools in several capacities for nearly two decades. In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC's Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel.

She continues that work at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company's mission and our expanding team.

Maylen is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.

## VIREAK CHHENG

Chief Technology Officer



Vireak brings over twenty years of charter-specific data and tech experience to Charter Impact, and has been serving clients here since 2017. In his current role, he oversees attendance, CALPADS, information technology and student data services.

Vireak began his career with charter schools in 2002 at Camino Nuevo Charter Academy (CNCA), a community of high-performing public schools serving students in historically underserved neighborhoods of Central Los Angeles. Vireak spent 5 years working as a Data Systems Administrator and Information Technology (IT) Coordinator.

After his time at CNCA, Vireak joined the Alliance College-Ready Public Schools. The Alliance is currently the largest charter school network in Los Angeles, and larger than 75% of all school districts in California. During his 10 years at Alliance, he served multiple roles in which he oversaw technical design, data collection, reporting, and analysis functions for the organization. In his most recent role, as Senior Vice President of Technology, he was responsible for developing strategic priorities and operating plans for IT, Student Information Systems (SIS) and Research, Assessment and Data teams.

As the accountability landscape becomes more demanding, charter schools must demonstrate their student information and achievement in more sophisticated ways. A key part of Vireak's work with Charter Impact is focused on guiding clients to make data-informed decisions to impact and highlight the success of their schools and students. Vireak is passionate about ensuring that all students have an opportunity to experience high-quality education and is thrilled to use his expertise to continue serving the charter community.

Vireak earned a Bachelor of Science in Computer Engineering from California State University, Northridge.



# Services Proposed

Charter Impact's array of services provides all of the support that you would expect from an in-house finance/accounting department, plus student data services. Our services include not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more.

A basic description of our services are as follows:

## Business Management Services

### 1. IMPLEMENTATION AND TRAINING

- + Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- + Review existing contracts for terms, requirements and school responsibilities
- + Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- + Provide training in specific processes and procedures to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- + Provide training to new and/or existing board members on:
  - Charter school funding - including drivers, calculations, restrictions and cash flow timing,
  - Reading and interpreting financial reports, and
  - Internal controls and the board's responsibility for oversight and maintenance

### 2. ACCOUNTS PAYABLE PROCESSING

- + Review all invoices sent to Charter Impact for proper approval and coding
- + Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- + Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- + On an emergency basis, same day payments can be processed in addition to the weekly cycle (\*additional processing fees apply).
- + Complete 1099s for all independent contractors. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

### 3. ACCOUNTS RECEIVABLE PROCESSING

- + Monitor the receipt of State approved ADA funding amounts and verify balances paid

are correct

- + Work directly with governmental agencies to resolve any issues or discrepancies identified
- + Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- + Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

#### 4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- + Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- + Alert management to any irregularities, un-reconciled amounts, or missing documentation
- + Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- + Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

#### 5. CASH MANAGEMENT

- + On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- + On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- + Plan and manage payment of outstanding debt as needed
- + Prepare all financial reporting necessary for renewal of loans or lines of credit
- + Present line of credit status to board and obtain board resolutions as needed
- + Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- + Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

#### 6. MONTHLY FINANCIAL REPORTING

- + Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- + Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- + Offer a menu of report options for the monthly financial reports including, but not limited to:
  - Monthly summary by financial section with bulleted highlights for presentation purposes
  - Monthly Cash Flow Forecast and comparison to approved budget
  - Budget vs. Actual Report (both current month and year-to-date)
  - Schedule of Revenue and Expenses by Period

- Comparative Statement of Financial Position
- Combining/Consolidating Statements of Activities and Financial Position
- Statement of Cash Flows (both current month and year-to-date)
- Accounts Payable/Receivable Aging
- Check Register(s)
- General Ledger Detail
- Other customized reports as requested by the school, executive team or board
- + On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
- + Provide access to the accounting database allowing school staff to run reports and see real-time data as it exists in the system
- + On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

## 7. COMPLIANCE AND GRANT REPORTING

- + Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- + Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- + In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
- + Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- + Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

## 8. CHARTER AUTHORIZER SUPPORT

- + Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
  - Prepare regular financial reporting (budget and interims)
  - Provide ad hoc financial documents and reports as requested
  - Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- + Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

## 9. ANNUAL BUDGET CREATION AND REVISIONS

- + Work with school staff on an annual basis to create a 5-year budget and cash flow projection to ensure proper future planning

- + Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
- + Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

#### 10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- + Maintain electronic records of all transaction support
- + Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- + Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

#### 11. TAX PREPARATION AND SUPPORT

- + Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- + Prepare and report sales and use tax returns
- + Provide any and all information necessary for the preparation and submission of Form 990

NOTE: Payroll tax reporting is included in the payroll processing section below

#### 12. STRATEGIC PLANNING

- + Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- + Provide second opinions and act as sounding board for school management and the Board on business and financial matters

From day one, Charter Impact has been extremely patient in listening to and serving our needs. They are second to none and I cannot overstate how appreciative everyone from the Allegiance team is to be partnering with them.

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ANDREW VESTEY  
BOARD CHAIRMAN, ALLEGIANCE STEAM ACADEMY (CHINO)

## Payroll Processing and Retirement Reporting

Payroll is one of the most critical areas of an organization's business office. Our payroll team is well versed in charter school payroll issues and has the depth of experience to handle any and all processing nuances that inevitably arise.

### 1. PAYROLL PROCESSING

- + Provide support and assistance with the creation of internal processes and procedures, forms, and tracking systems
- + Provide minimum wage guidance and support for compliance with state labor laws
- + Assist in the development of a payroll schedule that is compliant with state labor laws and consistent with employee contracts
- + Research staff with CalSTRS and CalPERS to ensure proper membership is established based on retirement regulations
- + Ensure proper STRS & PERS forms are provided to staff when applicable
- + Complete the new hire setup and existing staff setup in the payroll system
- + Create and assign employee earning, deduction, and benefit codes to be in compliance with retirement and tax regulations
- + Ensure all timesheets within the payroll system have been approved by managers for processing
- + Assist with paid time off audits and make corrections in the payroll system
- + Assist with Benefit audits to ensure correct medical deductions are being taken
- + Assist with Verification of Employment paperwork
- + Process payroll, and supplemental payroll runs as needed for:
  - Involuntary terminations
  - Voluntary termination without notice
  - Scheduled bonuses/stipends
  - Additional unscheduled/emergency payroll runs
- + Oversee garnishments are handled and paid by the payroll system
- + Ensure that all other retirement deductions such as 403b, 457, 401a, etc. are processed and submitted to the third-party administrator in compliance with state and federal laws
- + Review payroll taxes processed and paid by the payroll system
- + Review quarterly tax returns for all agencies
  - Federal 941
  - State DE9 & DE9C
- + Oversee year end W-2 and W-3 process
- + Provide payroll processing reports as needed

- + Assist with general payroll related questions
- + Work with the payroll provider to setup the coding to track expenses related to restricted grants, LCAP, multiple school sites, etc
- + Work directly with the payroll provider to create a payroll journal entry to record detailed payroll expenses

## 2. RETIREMENT REPORTING

- + Process and submit monthly STRS and PERS reports to the third-party administrator or directly to CalSTRS and CalPERS
- + Submit payment via ACH or live check within the timeframe as requested
- + Work directly with the County Office of Education and CalSTRS/CalPERS related to questions and required supplemental reporting such as:
  - F496 files to SEW (if applicable)
  - Newly elected or mandatory qualified members into the CalSTRS and CalPERS websites
  - Ensuring the proper forms are completed and distributed such as the Permissive Election ES350 form
  - Entering corrections from payroll to CalSTRS/CalPERS and sending corrections to payroll as needed
- + Provide ongoing updates to Client administrative staff regarding:
  - Processes and procedures related to retirement programs
  - Changes to eligibility and classification
  - Compensation limits
  - Rate changes
- + Monitor and manage CalSTRS and CROWE audits
  - Additional support for audit findings or historical corrections prior to current fiscal year would be billed separately on an hourly basis.
- + Manage internal retirement audits, corrections, and reconciliations

## Student Data Support

With the introduction of the Local Control Funding Formula, student data reporting has taken an increasingly important role in determining school funding. Charter Impact has experts on staff who can support you when questions arise or help you select and design a data system that works best for you and ensures maximum school funding.

### 1. CALPADS REPORTING

- + Reconcile all attendance data on a monthly basis
- + CALPADS Fall 1 Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
- + CALPADS Fall 2 Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
- + CALPADS EOY 1-3 submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
- + Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
- + Report CALPADS anomalies to school management
- + Report development, including transcripts, report cards and custom reports

### 2. ATTENDANCE TRACKING AND REPORTING

- + Monthly attendance reconciliation
- + Independent Studies setup
- + Revised monthly submission
- + Attendance audit report tracking
- + Monthly ADA calculation
- + Prepare Monthly, P-1, P-2 and Annual attendance reports from school-provided records, and submit to the chartering agency
- + Attendance alerts
- + Report all requisite attendance data to the charter authorizer and State agencies

### 3. STUDENT INFORMATION SYSTEM (SIS) SUPPORT

- + Conduct multiple trainings for various school staff as needed:
  - Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
  - Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking,

student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.

- SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.

- PowerLunch, Admin and PowerTeacherPro trainings

#### + System Setup

- Assist with Beginning of Year and End of Year tasks such as: importing student records, create years/terms, final grade setup, create sections, etc.
- Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
- Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
- Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
- Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
- Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.

## 4. DATA AND ANALYSIS

- + Generate standard reports based on available data in support of multiyear and subgroup analysis of CAASPP, English Learner, graduation rates, suspension rates, college/career readiness and chronic absenteeism data
- + Perform ongoing data validation to find and flag missing or incorrect data for correction purposes
- + Correlation analysis to validate or invalidate assumptions or expected academic achievement impact
- + Generate grade distribution report by section, teacher and/or course names
- + Produce English Learner reclassification candidate list based on available data and school criteria
- + Benchmark data analysis in support of identifying reteaching opportunities
- + Create perfect attendance, at-risk of chronic absenteeism, attendance rates by subgroups reports



## Term and Fees

The term of the initial contract would be from April 1, 2025 through June 30, 2028. Proposed fees for services are as follows:

1

### Implementation and Set-Up

For time spent on the initial set up, accounting system customization, updated cash flow forecast and process implementation, there is typically a one-time fee of \$10,000, but this cost will be waived with a three-year agreement.

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2

### Business Management Services, Payroll Processing and Retirement Reporting

April 1, 2025 - June 30, 2025: Fees Waived

July 1, 2025 - June 30, 2027: Fixed fee of \$500,000 annually.

July 1, 2027 - June 30, 2028: The greater between \$500,000 OR a variable fee of 1.00% of total revenue for each reporting entity.

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3

### Student Data Support

April 1, 2025 - June 30, 2025: Consulting and advisory services available for P2 as outlined in scope at no additional charge.

July 1, 2025 - June 30, 2028: Hourly fee of \$135 as support is needed or fixed fee of \$25 per pupil, per year.

This proposal is valid for 60 days.

# Coversheet

## LACCD Agreement

<b>Section:</b>	V. Los Angeles Community College District (LACCD) Agreement
<b>Item:</b>	A. LACCD Agreement
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	LACCD PCHS AB288 CCAP MOU 3_18_2025.pdf

**COLLEGE AND CAREER ACCESS PATHWAYS  
PARTNERSHIP AGREEMENT**

**BETWEEN**

**LOS ANGELES COMMUNITY COLLEGE DISTRICT,**

**a community college district duly organized and existing under the laws**

**of the State of California**

**AND**

**Palisades Charter High School,**

**a school district duly organized and existing under the laws**

**of the State of California**

**DATED March 24, 2025**

## **COLLEGE AND CAREER ACCESS PATHWAYS**

### **PARTNERSHIP AGREEMENT**

This College and Career Access Pathways Partnership Agreement ("Agreement") is made as of the 4<sup>th</sup> day of June ("Commencement Date"), by and between the LOS ANGELES COMMUNITY COLLEGE DISTRICT, a community college district duly organized and existing under the laws of the State of California ("LACCD"), and the Palisades Charter High School, a school district duly organized and existing under the laws of the State of California ("PCHS"). LACCD and PCHS hereby agree as follows:

### **RECITALS**

- A. Assembly Bill 288, effective January 1, 2016, authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education, preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness, for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education.
- B. Assembly Bill 288 allows community college districts to enter into partnership agreements with high schools to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- C. Assembly Bill 288 authorizes specified high school pupils to enroll in up to 15 units per term if those units are required for the pupils' partnership programs and would authorize a community college district to exempt special part-time and special full-time students taking up to a maximum of 15 units per term from specified fee requirements.

### **AGREEMENT:**

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

#### **1. Terms of the Partnership Agreement:**

**1.1. Term of the Agreement:** The term of this Agreement shall be five (5) years from the Commencement Date, unless sooner terminated as provided herein.

**1.2. Courses Offered Under this Agreement:** LACCD shall offer courses to PCHS high school students who are dual enrolled at both PCHS and LACCD. In the initial year of the Agreement, LACCD shall offer the courses on a PCHS campus. PCHS and LACCD may decide to offer classes at the community college in subsequent years within the term of this Agreement.

**1.3. Employer of Record:** All courses offered under this Agreement shall be taught by faculty employed by LACCD. LACCD shall be the employer of records for these faculty members and shall be responsible for all assignment monitoring and reporting obligations to the county office of education and under applicable federal teacher quality mandates, if any.

**1.4. Total Number of High School Student Served Per Year is projected to be: [200]**

**1.5. Total Number of FTES Projected to be Claimed by LACCD Per Year: [###]**

**1.6. Addendum:** The implementation of this Agreement will be accomplished by a specific PCHS high school (the "School") and a specific LACCD college (the "College") through an Addendum (referenced in section 2 below) that defines the details of the relationship between the School and the College. The terms and conditions of the Addendum shall not be inconsistent with the Agreement nor shall the Addendum purport to amend the Agreement in any form. The Addendum template is attached hereto as Attachment 1 to the Agreement. For ease of use the Addendum is in a fill-in-the-blank format. The Addendum must identify the source of funding to be used for textbooks and instructional materials. Representatives from LACCD and PCHS will review addendums collectively to determine which means were most effective in reducing costs.

**1.7. Apportionment:** Pursuant to Education Code Section 76004(s), LACCD shall request and receive state apportionment funding for all college courses offered under the AB 288 Agreement. Pursuant to Education Code Section 76004(r), PCHS shall not seek or receive a state allowance or apportionment funding for any instructional activity for which LACCD requests or receives state apportionment funding. This Agreement or any Addendum must not result in PCHS losing any amount of Average Daily Attendance (ADA). Any courses offered under this Agreement shall be offered at such times to ensure that PCHS students are scheduled to meet minimum day requirements (247 minutes in PCHS classes).

**1.8. Admission of Special Part-Time or Full-Time Students:** PCHS students who take college courses under this Agreement and Addendum shall be admitted to LACCD as special part-time or special full-time students pursuant to Education Code Section 76001, applicable regulations, and LACCD Board Rules.

**1.9. Unit Limit:** Pursuant to Education Code Section 76004(p), PCHS students admitted as special part-time students and taking courses under this Agreement, may enroll in up to a maximum of 15 units per term if: 1) the units constitute no more than four community college courses per term; 2) the units are part of an academic program under this Agreement; and 3) the units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

**1.10. Student Fee Exemptions:** Pursuant to Education Code Section 76004(q), PCHS students admitted to LACCD under this Agreement as special part-time students shall be exempt from the following student fees: 1) Student Representation Fee (Education Code Section 76060.5); 2) Nonresident Tuition Fee (Education Code Section 76140); 3) Transcript Fee (Education Code Section 76223); 4) Enrollment Fee (Education Code Section 76300); 5) Apprentice Fee (Education Code Section 76350); and 6) Child Development Center Fee (Education Code Section 79121). A high school pupil enrolled in a course offered through this Agreement shall not be assessed any fee that is prohibited by Section 49011. (Education Code Section 76004(f).)

**1.11. Textbooks, Equipment, and Materials:** LACCD and PCHS shall work collaboratively to seek funding in support of textbooks, equipment and supplies and other instructional materials as required to support CCAP sections for high school students participating in the program. This may include local school/college sites exploring the use of discretionary resources and seeking federal, state, local and grant funding.

**1.12. Reimbursement:** For CCAP courses offered at an PCHS school site during a period in which PCHS on-site supervision and facilities, custodial and security personnel are already present, no additional costs shall be incurred by LACCD. If, through an Addendum, the LACCD College and the PCHS School agree to offer a class during a time period in which no PCHS on-site supervision and facilities, custodial and security personnel are present, LACCD will fund the required staffing and reimbursable custodial supplies.

**1.12.1.** LACCD shall make payment to PCHS within 30 days of receiving the invoice for instructional space and services rendered.

**1.12.2.** The financial arrangements defined herein may be adjusted annually by a duly adopted written Amendment to this Agreement.

**1.13. Student Access and Supports:**

CCAP courses will be delivered in a nondiscriminatory manner ensuring equity and access to all students.

**1.14.1 Services for Students with Disabilities:** For CCAP classes offered on PCHS sites during the school day, PCHS will continue to provide services as required by the participating student's Individualized Education Plan ("IEP"). LACCD will make reasonable accommodations to ensure that PCHS is able to implement the student's IEP in CCAP classes. Students may choose to seek academic adjustments/accommodations pursuant to the American with Disabilities Act through the College's Disability Support Program and Services ("DSPS") Office. If a student is processed through the DSPS Office, LACCD will fund accommodations pursuant to Title II of the American with Disabilities Act. If issues arise in the provision of accommodations and services, the points of contact for the School and College as identified in the Addendum will meet to bring in the necessary constituencies to resolve the issues in an expeditious manner.

**1.14.2 English Learner and Long-Term English Learner Students:** Parties agree to collect data needed to implement PCHS's progress monitoring activities as required by law and pursuant to the PCHS English Learner Master Plan. LACCD will collaborate with PCHS to ensure that PCHS is able to access and deliver services to students as necessary. If issues arise with implementation of services, the points of contact for the School and College as identified in the Addendum will meet to bring in the necessary constituencies to resolve the issues in an expeditious manner.

**2. Courses Offered Under This Agreement**

**2.1. Constituent Colleges and PCHS Campuses:** LACCD has nine constituent Colleges, specifically City College, East Los Angeles College, Harbor College, Pierce College, Mission

College, Southwest College, Trade-Technical College, Valley College, and West Los Angeles Colleges. Each of the nine Colleges generally serves PCHS high school campuses located within respective service areas but the program may be implemented outside the service areas of the College as warranted and as provided for in an Addendum between a School and a College.

**2.2. Courses Offered:** College and School will determine which courses listed in Appendix A will be offered at the high school under this Agreement. The College and the PCHS high school shall complete the AB288 Addendum which shall become an addendum to this Agreement by September 1<sup>st</sup> of each year. Each course listed in the AB 288 Addendum shall be offered for the purpose of: 1) preparing students for transfer; 2) improving high school graduation rates; 3) helping high school pupils achieve college and career readiness; or 4) offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless career technical education pathways from high school to community college. No physical education courses shall be offered. Courses will also include pathway courses offered at the local PCHS campus in the same industry sector offered at the respective College that lead to an industry recognized certificate or credential.

**2.3. Career Technical Education (CTE) Courses:** Pathway is defined by courses that are in the Intersegmental General Education Transfer Curriculum (IGETC) pathway AND courses in a career pathway leading to an industry recognized certificate or credential. CTE courses listed in Appendix B will be added to the list of courses under this Agreement as LACCD develops or identifies the pathway courses ensuring high school students receive college credit for these courses that lead to a certificate or credential in the applicable industries. As PCHS expands and identifies additional CTE pathway courses including those listed in Appendix B that lead to certificates or credentials and a living wage under CTE programs for dual credit, LACCD will work collaboratively with PCHS to add these CTE pathway courses to the list of available courses under this Agreement. College level CTE pathway and articulated PCHS CTE Courses will be available as dual enrollment courses in Appendix B, upon approval by both Parties.

**2.4. Terms in Each AB 288 Addendum:** Each Addendum shall: (1) describe the facilities to be used on both the College campus and the PCHS campus; (2) describe the Criteria for Assessing Pupils' Ability to Benefit; and (3) identify the party responsible for obtaining parental consent.

**2.5 Limiting Enrollment:** Pursuant to Education Code Section 76004(o), LACCD may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership Agreement.

**2.6. Transcripts, Permanent Records of Student Achievement, Attendance and Grades:** Both the LACCD college of attendance and the PCHS school of attendance shall record transcript records when courses are completed. Upon receipt of an official transcript from the community college showing the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record and the electronic transcript in PCHS's Infinite Campus data management system.

### **3.0. AB 288 Certifications**



**3.1. LACCD Faculty:** LACCD certifies that no LACCD or community college instructor who has been convicted of any sex offense, as defined in Education Code Section 87010, or any controlled substance offense, as defined in Education Code Section 87011, shall be retained by LACCD to teach any course on any PCHS campus. All LACCD faculty teaching courses under this Agreement shall meet all state and federal reporting requirements regarding minimum qualifications and conditions.

**3.2 No Displacement of Faculty:** PCHS certifies that no existing high school teacher who was teaching the same course on the high school campus offered under this Agreement has been displaced or terminated because a community college instructor is teaching that same course. LACCD certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.

**3.3 No Reduction of Access to Same Course on LACCD:** LACCD certifies that the community college courses offered for college credit on PCHS 's campus do not reduce access to the same course offered on LACCD's campus.

**3.4 No Oversubscribed Courses:** LACCD certifies that community college courses that are oversubscribed or have waiting lists shall not be offered in this Agreement.

**3.5 LACCD's Core Mission:** Participation in this partnership and this Agreement is consistent with LACCD's core mission pursuant to Education Code Section 66010.4

**3.6 No Displacements of Eligible Adults from LACCD Courses:** PCHS students participating in this Agreement will not lead to enrollment displacement of otherwise eligible adults from LACCD courses.

**3.7 Collective Bargaining:** LACCD and PCHS certify that all actions taken pursuant to this Agreement are in compliance with all local collective bargaining agreements.

**4. Remedial Courses:** Should remedial courses be offered, the remedial course taught by LACCD faculty at PCHS 's campus shall be offered only to PCHS 's high school students who do not meet their grade level standard in math, English, or both, in grade 10 or 11 as determined by applicable PCHS assessments including but not limited to Smarter Balanced Assessment Consortium ("SBAC") tests, benchmarks, and appropriate college assessments. LACCD and PCHS faculty shall engage in a collaborative effort to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. It is acknowledged that the student may waive out of a remedial course, should the student choose to exercise that option through the regular college process.

**5. Student Supervision:** PCHS and LACCD agree to work cooperatively with regard to student discipline. Students are subject to PCHS's student discipline procedures, which are governed by Education Code section 48900 et seq. and PCHS's policies and procedures, while they attend classes on PCHS's campus. Should this Agreement be extended to courses at the College, high school students will be subject to LACCD's student discipline procedures. However, a student disciplinary action taken by the College in response to student misconduct will not affect the student's attendance in the program.



**6. Protocol for Information Sharing:** Any education records or personally identifiable information pertaining to any PCHS students taking courses under this Agreement shall be exchanged between PCHS and LACCD in compliance with the Family Educational Privacy Rights Act (FERPA), Education Code Sections 76200-76246, and LACCD Board Rules. LACCD shall provide a dual enrollment application form on which the parent or guardian of the PCHS student will provide written consent to information sharing between PCHS and LACCD. Education records and personally identifiable information regarding PCHS students shall be shared between the Points of Contact identified in Paragraph 6 below. PCHS's and LACCD's Points of Contact shall then further share that information within their respective institutions as necessary.

**7. Parental Consent:** PCHS shall obtain any required parental consent for any PCHS student taking dual enrollment courses under this Agreement.

**8. Implementing Policies and Procedures:** PCHS and LACCD will each develop policies and procedures consistent with the terms of this Agreement. Each party will distribute the policies and procedures to each participating high school principal and college and college instructor prior to the implementation of the CCAP program.

**9. Points of Contact at LACCD and PCHS:** The following officials shall serve as the point of contact under this Agreement:

PCHS:

David Pickard IV, CTE Coordinator  
Palisades Charter High School  
15777 Bowdoin Street  
Pacific Palisades, CA 90272  
Phone: (310) 230-6623  
Fax: (310) 454-6076  
Email: dpickard@palihigh.org

LACCD:

Kathleen Weislein  
L. A. Community College District  
770 Wilshire Blvd.  
Los Angeles, CA 90017  
Phone: (310) 287-4589  
Fax: (310) 841-0396  
Email: weislekm@wlaac.edu

**10. Annual Reporting to the State Chancellor:** On or before January 1 of each year of this Agreement, LACCD shall submit a report to the State Chancellor based on data from PCHS. The report shall state: 1) the total number of PCHS students, by school site, taking courses under this Agreement, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws; 2) the total number of community college courses offered under this Agreement by course category and type and by school site; 3) the total number and percentage of successful course completions, by course category and type and by school site; and 4) the total number of full-time equivalent students generated through courses offered under this Agreement. By October 1 of each year of this Agreement, the Points of Contact from PCHS and LACCD shall meet to plan and commence the preparation of the report.

**11. Mutual Defense and Indemnity:** LACCD shall indemnify and hold harmless PCHS, its officers, agents, and employees for any and all loss, cost, expense, claims or liability for injury to or death of any person, or damage to any property, caused by the negligence and/or tortious conduct of LACCD in the performance of LACCD's responsibilities under this Agreement. In such an event, LACCD, at its own expense, shall also defend all actions, suits, or other proceedings brought against PCHS, its officers, agents, or employees and satisfy any judgment rendered against PCHS, its officers, agents, or employees because of such negligence and/or tortuous conduct. Similarly,

the PCHS shall indemnify and hold harmless LACCD, its officers, agents, and employees for any and all loss, cost, expense, claims or liability for injury to or death of any person, or damage to any property, caused by the negligence and/or tortuous conduct of PCHS in the performance of PCHS's responsibilities under this Agreement. In such an event, PCHS, at its own expense, shall also defend all actions, suits, or other proceedings brought against LACCD, its officers, agents or employees and satisfy any judgment rendered against LACCD, its officers, agents, or employees because of such negligence and/or tortuous conduct.

**12. Insurance:** Without limiting the parties' indemnification obligations herein and as a material condition of this Agreement, each party shall maintain, at its expense and for the duration of this Agreement, a program of insurance or self-insurance and provide evidence thereof, as required below, against claims for injury, damage or loss that may arise from or in connection this Agreement and/or the use of facilities under the Agreement. Each party shall furnish the other party with certificates of insurance or other satisfactory documentation of all insurance or self-insurance required by this Agreement. Each party shall have the other party added as additional insureds to all of the following policies. The Minimum Scope and Limits of Insurance shall be as follows (coverage shall be at least as broad):

Commercial General Liability Insurance "occurrence" form only to provide defense and indemnity coverage to the insured for liability for bodily injury, personal injury, and property damage, of not less than a combined single limit of Five Million Dollars (\$5,000,000.00) per occurrence. The general aggregate limit shall be twice the required per occurrence limit. If such insurance is obtained from a third-party insurer and not self-insured, the insuring party shall name the other party as an additional insured on the policy.

Business Automobile Liability Insurance to provide defense and indemnity coverage to the Insured for liability for bodily injury and property damage covering owned, non-owned, and hired automobiles of not less than a combined single limit of One Million Dollars (\$1,000,000) per occurrence. If such insurance is obtained from a third-party insurer and not self-insured, the insuring party shall name the other party as an additional insured on the policy.

Workers' Compensation Insurance as required by the Labor Code of the State of California, and Employers' Liability insurance with limits of not less than One Million Dollars (\$1,000,000.00) per accident. Any notice required to be served hereunder shall be in writing.

**13. Choice of Law and Venue:** This Agreement, its interpretations, performance or any breach thereof, shall be construed in accordance with, and all questions with respect thereto shall be determined by, the laws of the State of California applicable to contracts entered into and wholly to be performed within the State of California. Los Angeles County shall be the venue for all legal matters concerning the Agreement.

**14. Termination:** Either party shall have the right to terminate this Agreement without cause by providing to the non-terminating party a written notice of termination. Notice of termination shall be provided at least 180 days prior to the termination date. Each party shall continue to fulfill its obligations under this Agreement until date of termination.

**15. Notices:** Any notices to be given pursuant to this Agreement shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addresses to the party for whom intended as follows

**To PCHS:**  
Palisades Charter High School  
15777 Bowdoin Street  
Pacific Palisades, CA 90272

**To LACCD:**  
Los Angeles Community College District  
Contracts Office - 3rd Floor  
770 Wilshire Boulevard  
Los Angeles, California 90017

**16. Miscellaneous:** This Agreement constitutes the entire agreement between the parties hereto pertaining to the subject matter hereof and all prior and contemporaneous agreements, representations and understandings of the parties hereto, oral or written, are hereby superseded and merged herein. No supplement, modification or amendment of this Agreement shall be binding unless in writing and executed by all parties hereto. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a waiver of any other provisions, whether or not similar, nor shall any waiver be a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver. This Agreement shall be construed and enforced in accordance with, and governed by, the law of the State of California. The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions hereof. This Agreement may be executed in any number of counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

**17. Board Approval Required.** This Agreement is conditioned upon the approval of the governing boards of both the PCHS and LACCD as set forth by Education Code Section 76004.

IN WITNESS WHEREOF, LACCD and PCHS have executed this Agreement as of the date first above written.

Date: \_\_\_\_\_

**Palisades Charter High School**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**LOS ANGELES COMMUNITY COLLEGE  
DISTRICT**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**APPENDIX A**

**AB 288 ADDENDUM TO THE COLLEGE AND CAREER  
ACCESS PATHWAYS PARTNERSHIP AGREEMENT  
BETWEEN**

**Palisades Charter High School**

**AND**

**THE LOS ANGELES COMMUNITY COLLEGE DISTRICT**

1. **BACKGROUND** Palisades Charter High School (“PCHS”) and the Los Angeles Community College District (“LACCD”) entered into a “College and Career Access Pathways Partnership Agreement” (the “Agreement”) on September 20, 2016 in order to meet the goals specified in Assembly Bill 288. The Agreement, as approved by PCHS’s Board of Education and LACCD’s Board of Trustees, sets forth parameters within which a specific PCHS high school (the “School”) and a specific LACCD constituent college (the “College(s)”) West Los Angeles College may enter into an addendum that allows for additional terms and conditions that define how the Agreement will be implemented between the School and the College(s). This Addendum is authorized pursuant to Section 1.8 of the Agreement and is entered into by the School and the College(s) listed below.

**2. PARTIES TO THE ADDENDUM**

<b>School: Palisades Charter High School</b>	<b>College: West Los Angeles College</b>
<b>Address: 15777 Bowdoin St., Pacific Palisades, CA 90272</b>	<b>Address: 9000 Overland Ave., Culver City, CA 90230</b>
<b>Point of Point of</b>	<b>Point of Point of</b>
<b>Contact: David Pickard IV</b>	<b>Contact: Kathleen Weislein</b>
<b>Telephone: (310) 230-6623</b>	<b>Telephone: (310) 287-4589</b>
<b>Email: dpickard@palihigh.org</b>	<b>Email: weislekm@wlaac.edu</b>

**3. THIS ADDENDUM’S RELATIONSHIP TO THE AGREEMENT**

Each party certifies that it has read and understands the Agreement and that this Addendum may not amend any of the terms and conditions in the Agreement except as set forth below. In particular, the parties may not enter into any terms and condition that result in PCHS losing any Average Daily Attendance funding.

**4. TERMS SPECIFIC TO THIS ADDENDUM**

Pursuant to Section 2 of the Agreement, the parties will:

4.1 Describe the courses to be offered, supervision and the days/times/location: (*Must meet minimum instructional minute requirement*). The courses offered are for the purposes of: 1) preparing students for transfer; 2) improving high school graduation rates; 3) helping high school pupils achieve college and career readiness; or 4) offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless career technical education pathways from high school to community college. The approved courses are listed in Appendices A-B3 to the Agreement:

Semester	High School Course	College Course	Number of Sections	Days Times Course Offered	Dates course offered	Supervision Provided by:

4.2 Describe the criteria for assessing pupils' ability to benefit:

4.3 Identify the party responsible for obtaining parental consent:

4.4 Describe the facilities to be used:

4.5 Identify the source of funding to be used for textbooks and instructional materials:

4.6 List what efforts, if any, were used to reduce the costs of textbooks and instructional materials:

4.7 Pursuant to Section 1.12 of the Agreement, the parties to this Addendum understand and agree that instruction will not begin until funding is specified in this Addendum.

## 5. STUDENT RECORDS

The School shall be responsible for capturing required student information in the respective student information systems.

**6. FILING/TIME OF EFFECT:**

The School shall file a copy of this Addendum with its District Superintendent and the PCHS Educational Services Department.

The College(s) shall file a copy of this Addendum with the LACCD Office of the Chancellor.

This Addendum shall not be effective until the offices listed above have received and reviewed it and have indicated to the School/College(s) that they may begin performance.

IN WITNESS WHEREOF, the School and the College(s) have executed this AB 288 Addendum as follows:

**Palisades Charter High School  
Superintendent (or designee)**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**West Los Angeles College  
President (or designee)**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix B**

### **LIST OF CLASSES OFFERED AT PCHS:**

#### **Dual Enrollment/AB288 Courses:**

#### **FALL 2025**

PSYC C1000 (Psychology)

CINEMA 018 (Intro to Film Genres)

BUS 001 (Intro to Business)

CS 119 (Programming in Python)



# Coversheet

## Finance Items: School Organized Conferences and Trips

<b>Section:</b>	VI. Consent Agenda
<b>Item:</b>	A. Finance Items: School Organized Conferences and Trips
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Forestry Challenge Field Trip.pdf

# Palisades Charter High School

## REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: ☐ Field Trip ☐ School Journey ☐ Curricular Trip ☐ Athletic Trip  
☐ Curricular Buss Tour ☐ OTHER (Describe) \_\_\_\_\_

Name of \_\_\_\_\_ Employee \_\_\_\_\_ Certified \_\_\_\_\_  
 School: **Palisades Charter High School** Supervising trip \_\_\_\_\_ Non-Cert. \_\_\_\_\_  
 Telephone Number **(310) 230-6623** Grade levels (Circle) 9 10 11 12 OTHER \_\_\_\_\_

1. Destination \_\_\_\_\_ Are admission fees charged? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Dates of Trips \_\_\_\_\_ 3. Number of Students \_\_\_\_\_ Number of adults \_\_\_\_\_
4. Name and employee number of employee who will go on trip: \_\_\_\_\_
5. Substitute required? Yes \_\_\_\_\_ No \_\_\_\_\_ How Many? \_\_\_\_\_ Source of funds \_\_\_\_\_
6. Time schedule required by school: Leave School \_\_\_\_\_ Arrive destination \_\_\_\_\_  
 Leave destination \_\_\_\_\_ Return school \_\_\_\_\_
7. Duration of trip: Less than one day \_\_\_ One day \_\_\_\_\_ Overnight \_\_\_\_\_ (if overnight, how many days?) \_\_\_\_\_
8. Method of transportation: School bus (indicate number required) \_\_\_\_\_ Walking \_\_\_\_\_ Automobile \_\_\_\_\_  
 Public Carrier: airplane \_\_\_\_\_ boat \_\_\_\_\_ bus \_\_\_\_\_ train \_\_\_\_\_ other \_\_\_\_\_ (explain) \_\_\_\_\_
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Source of funds for trip \_\_\_\_\_

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Have forms for parent's or guardian's permission been obtained? Yes \_\_\_\_\_ No \_\_\_\_\_
13. If hiking or camping activity:
  - a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Has the area been checked for potential hazards? Yes \_\_\_\_\_ No \_\_\_\_\_
  - c. Has the School Police Department been notified of the trip? Yes \_\_\_\_\_ No \_\_\_\_\_

### APPROVALS:

Principal or Asst. Principal \_\_\_\_\_ Date: \_\_\_\_\_

Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

\* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.