



Palisades Charter High School

Board Meeting

Annual Goal Setting Retreat

Date and Time

Saturday September 10, 2022 at 10:00 AM PDT

Location

Study Center (J109), Palisades Charter High School
15777 Bowdoin Street Pacific Palisades, CA 90272

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.

DIAL-IN NUMBER: (605) 475-5900. ACCESS CODE: 660-0134

Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests		2 m
C.	Public Comment		20 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 Chair. General public comments not read after 30 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>			
D.	Welcome and Introductions (Ice Breaker)	Sara Margiotta	5 m
II. Academic Excellence			10:27 AM
A.	SMC Dual Enrollment	Vote	Dr. Chris Lee
			5 m
III. Consent Agenda: Finance Items			10:32 AM
A.	Approval of Field Trips	Vote	Sara Margiotta
			5 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> September 22 - September 24: Tennis tournament at Cathedral Catholic High School in San Diego, CA September 30 - October 1: Tennis tournament at Sage Hills High School in Newport Beach, CA 			
IV. Review 2021-2022 Schoolwide Goals			10:37 AM
A. Breakout Group(s) Session	FYI	Dr. Pam Magee	20 m
V. Update Long Term Schoolwide Goals (through 2025)			10:57 AM
A. Breakout Group(s) Session	Discuss	Sara Margiotta	20 m
VI. Additional Goal Setting Plan(s)			11:17 AM
A. Develop Short Term Goals for the 2022-2023 School Year	Discuss	Sara Margiotta	20 m
B. Develop Board of Trustees Goals for the 2022-2023 School Year	Discuss	Sara Margiotta	20 m
<ul style="list-style-type: none"> Discuss Board Committees 			
VII. New Business / Announcements			11:57 AM
A. Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> Date of the next Board Meeting: Tuesday, September 20, 2022 at 5pm 			
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
VIII. Closed Session			11:59 AM
A. Conference with Legal Counsel	Vote		5 m
<ul style="list-style-type: none"> (Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9) 			

	Purpose	Presenter	Time
B. Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Martha Monahan	5 m
<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 			
IX. Open Session			12:09 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
X. Closing Items			12:11 PM
A. Adjourn Meeting	FYI	Sara Margiotta	1 m

Coversheet

SMC Dual Enrollment

Section: II. Academic Excellence
Item: A. SMC Dual Enrollment
Purpose: Vote
Submitted by:
Related Material: SMC-Palisades AB 288 CCAP Agreement 2022-2025.pdf

**COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2022-2025**

This is a College and Career Access Pathway Partnership Agreement (CCAP) hereinafter known as “Agreement” between Santa Monica College District (SMC) hereinafter known as “COLLEGE” and Palisades Charter High School hereinafter known as “SCHOOL DISTRICT”.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Santa Monica College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for three year beginning in August 26, 2019 and ending on June 30, 2022, and requires renewal every three years by July 1, unless otherwise terminated in accordance with Section 19 of this Agreement.

Note: All referenced Sections from AB 288 (Education Code § 76004)

- 1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)
- 1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)
- 1.5 The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.
- 1.6 COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)

2. COMMUNITY COLLEGE DISTRICTS AUTHORIZING THE CCAP PARTNERSHIPS WITH SCHOOL DISTRICTS DEFINITIONS

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of SMC and applicable law. Sec. 2 (a)
- 2.2 Consistent with AB 288, this CCAP Agreement shall include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3 High school pupils enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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3. **STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY**

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and SMC standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and SMC policy.
- 3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Students will only be able to enroll into one Dual Enrollment class under this agreement. If they wish to enroll into an additional Dual Enrollment course, they must obtain approval by the high school by filling out the authorization form.
- 3.9 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COLLEGE will be responsible for processing student applications.
- 4.2 The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.

- 5.3 Both COLLEGE and SCHOOL DISTRICT will insure that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

6. CCAP AGREEMENT COURSES

- 6.1 A COLLEGE 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 Agreement. Sec. 2 (o)(1)
- 6.2 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.3 Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Curriculum Committee and COLLEGE Board and submitted to the Chancellor's office, unless course is a standalone class. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.4 Courses must meet the number of hours sufficient to meet the stated performance objectives as outline in the course outlines provided to the SCHOOL DISTRICT on a semester bases.
- 6.5 The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.6 Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with SMC academic standards.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 6.9 Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by SMC Business Procedure.
- 6.10 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with SMC guidelines, policies, pertinent statutes, and regulations.
- 6.13 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14 Site visits by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered in the district are the same as the courses offered on the COLLEGE campus.
- 6.15 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty 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. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE and become SMC employees or be provided by the District and be District employees. Faculty provided by the SCHOOL DISTRICT, who

Note: All referenced Sections from AB 288 (Education Code § 76004)

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are being paid by the SCHOOL DISTRICT, must also sign an Instructional Service Agreement (ISA)- Instructor and get approved by the COLLEGE Board.

- 7.2 The SCHOOL DISTRICT shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty teaching under an ISA who are SCHOOL DISTRICT employees.
- 7.3 The COLLEGE shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty who are COLLEGE employees.
- 7.4 The COLLEGE shall be responsible for faculty salaries associated with the instructional class time of the classes conducted under this Agreement for faculty that are not SCHOOL DISTRICT employees. Any supplemental instruction related to the material presented in classes conducted under this Agreement by COLLEGE Employees, that extends beyond the college schedule, is the SCHOOL DISTRICT's responsibility.
- 7.5 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.6 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.7 The COLLEGE shall have the primary right to control and direct the activities of faculty teaching dual enrollment courses. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students.
- 7.8 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.9 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course

Note: All referenced Sections from AB 288 (Education Code § 76004)

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philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Faculty training shall be approved by and provided by the COLLEGE.

- 7.10 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.11 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of SMC.
- 7.12 Faculty provided by the SCHOOL DISTRICT who don't comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach dual enrollment courses.
- 7.13 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of SMC specifically with regard to their duties as instructors.
- 7.14 The COLLEGE will be the employer of record for all community college-paid faculty teaching at the SCHOOL DISTRICT.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 8.5 Students who withdraw from a dual enrollment course will not receive any COLLEGE credit for work completed and must complete all drop procedures by all published deadlines to avoid a “W” on their transcript.
- 8.6 A student who has dropped the college course may continue to complete the course to receive high school credit.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with SMC policies and standards. Sec. 2 (c)(2)
- 9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.4 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)
 - The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

Note: All referenced Sections from AB 288 (Education Code § 76004)

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10. APPORTIONMENT

- 10.1 SMC shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3 SMC shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

Standard FTES computation rules, support documentation, Course selection tabulations, and record retention requirement continue to apply, including as prescribed by Cal. Code Regs. and tit.5.

11. CERTIFICATIONS

- 11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2 SMC certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 11.3 The SCHOOL DISTRICT agrees and acknowledges that SMC will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

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- 11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6 This CCAP Agreement 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. Sec. 2 (j)
- 11.7 The COLLEGE certifies that:
- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)
 - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

- 12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

- 13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 13.2 College shall provide the SCHOOL DISTRICT with a roster of participants and their final grades.
- 13.3 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

15. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-

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disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

16. REIMBURSEMENT

- 16.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

17. FACILITIES

- 17.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to SMC or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 17.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 17.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

18. INDEMNIFICATION

- 18.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 18.2 The SMC agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of

action, losses, and judgments, arising out of SMC and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SMC and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

19. INSURANCE

- 19.1 The SCHOOL DISTRICT, in order to protect SMC, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.
- 19.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend SMC, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

20. NON-DISCRIMINATION

- 20.1 Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

21. TERMINATION

- 21.1 Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in the CCAP agreement.
- 21.2 This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1 This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1 For locations outside the geographical boundaries of SMC, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

- 25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

- 26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on June 21, 2022

By: _____
SCHOOL DISTRICT BOARD PRESIDENT

By: _____
SANTA MONICA COLLEGE DISTRICT BOARD PRESIDENT

Santa Monica College District Board Meetings: June 7, 2022
School District Board Meetings: June 21, 2022

APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the

Note: All referenced Sections from AB 288 (Education Code § 76004)

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ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

NOW THEREFORE the COLLEGE and SCHOOL DISTRICT agree as follows:

1. COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
College:	Maral Hyeler, Director Instructional Services	310-434-3551	hyeler_maral@smc.edu
School District:	Chris Lee, Assistant Principal	310-230-7224	clee@palihigh.org

2. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

3. **CCAP AGREEMENT PROGRAM YEAR FALL 2022-SPRING 2023** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2022-2023 COLLEGE: Santa Monica College

SCHOOL DISTRICT: Palisades Charter High School

EDUCATIONAL PROGRAM: Media Studies and Photography

TOTAL NUMBER OF STUDENTS TO BE SERVED: 50 per semester					TOTAL PROJECTED FTES: 10.56		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Survey of Mass Media Communication	Media 1	Fall	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Media, Gender, Race	Media 10	Spring	TBD	TBD	Saxon, Lisa	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Introduction to Photography	Photo 1	Fall	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Black and White Darkroom Technique	Photo 2	Spring	TBD	TBD	Steil, Rick	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

EDUCATIONAL PROGRAM: Computer Science

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester					TOTAL PROJECTED FTES: 6.22		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Cloud Computing	CS 79A	Fall	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Data Essentials in Amazon Web Services	CS 79B	Spring	TBD	TBD	Staff	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Note: All referenced Sections from AB 288 (Education Code 76004)

EDUCATIONAL PROGRAM: Graphic Design

TOTAL NUMBER OF STUDENTS TO BE SERVED: 35 per semester					TOTAL PROJECTED FTES: 11.79		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Introduction to Graphic Design Applications	Gr Des 18	Fall	TBD	TBD	TBD	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Digital Imaging for Design	Gr Des 64	Spring	TBD	TBD	TBD	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

EDUCATIONAL PROGRAM: IGETC/Transfer Preparation

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60 per semester					TOTAL PROJECTED FTES: 5.48		
COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Jazz Band	Music 78	Fall/Spring	TBD	TBD	TBD	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Fundamental of Music	Music 1	Fall	TBD	TBD	TBD	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Fundamentals of Musicianship	Music 5	Spring	TBD	TBD	TBD	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Note: All referenced Sections from AB 288 (Education Code 76004)

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students; educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

- 4. BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Media 1	Media & Culture 11 th Edition	\$158.25	N/A	
Media 10	Race, Gender, Class & Media 2 nd Edition	\$163.00	N/A	
Photo 1	Short Course in Photography: Digital 4 th Edition	\$67.75	N/A	
Photo 2	Film Processing Handbook	\$1.25	N/A	
CS 79A	No Book Required		N/A	
CS 79B	No Book Required		N/A	
Gr Des 18	No Text Required		N/A	
Gr Des 64	Photoshop CC: Visual Quickstart	\$39.99	N/A	
Music 78	No Text Required		N/A	
Music 1	Music Fundamentals 3 rd Edition	\$114.00	N/A	
Music 5	No Text Required		N/A	

Note: All referenced Sections from AB 288 (Education Code 76004)

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5. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

BUILDING	CLASSROOM	DAYS	HOURS
Palisades Charter HS	TBD	See days above	See hours above

Note: All referenced Sections from AB 288 (Education Code 76004)

Coversheet

Breakout Group(s) Session

Section: IV. Review 2021-2022 Schoolwide Goals
Item: A. Breakout Group(s) Session
Purpose: FYI
Submitted by:
Related Material: Schoolwide Goals 2021-22 .pdf

2021-2022 PCHS Schoolwide Goals

Board of Trustees Goal Setting Meeting September 18, 2021

Last updated June, 2022

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.

Academic Achievement

Long Term Aspirational Goal

PCHS will focus on its educational program by reevaluating and *updating* existing courses and instructional practices to include innovative and relevant content. PCHS's curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

Action Items:

Professional Development

- Professional Development: Continuously diversify and personalize - PCHS staff
- Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD. (See 2022-23 PD Plan.)
Highlights: *Fuerza Unida Preparte* Conference, World Language Training, and tailored PLC support.

Pali Culture of Equity and Care

To build back better, PCHS commits to develop in three areas:

- **Grading** - PCHS is studying how to shift practice and policy to fairly and accurately measure and communicate levels of content standard mastery.
- **Support - Access to Services and Interventions:** PCHS remains committed to self-study to maintain equity of access to school facilities, organizations, services, and interventions.
- **Community** - PCHS is replacing exclusionary discipline with guidance interventions or strategies such as positive behavioral interventions and supports, social emotional learning, and restorative justice.

PCHS administration conducted focused faculty PD and supported two PLCs who did action research on Joe Feldman's Grading for Equity

<p>Grading for Equity Faculty Materials: Chapter 1 of Joe Feldman’s book, Grading for Equity</p>	<p>Grading for Equity Faculty Materials: Article Taking the Stress out of Grading By Joe Feldman</p>
<p>Grading for Equity Materials: Slides from the Optional PD about Grading for Equity</p>	<p>Grading for Equity Faculty Materials: Faculty Presentation Slides from the English Group</p>

Through these trainings and presentations, a draft of a grading policy was distributed to all departments. Administration will review departmental input for a schoolwide policy.

Policy here:

<https://docs.google.com/document/d/1NWTMK2IRpoiQArtZK1MP1GEnbHrr47K4H5C4nLuElvM/edit?usp=sharing>

Professional Development for Teachers
[Summer Mini Grants](#)

Many individual teachers, professional learning communities, and small learning communities submitted grant requests and received funding for summer planning hours to focus on common assessment planning, curriculum development, grading practices, intervention plans and more.

[Back to Basics/Back to School Professional Development August 16, 17](#)

This year’s schoolwide professional development addressed COVID Safety and Classroom Safety, Mental Health, First Day of School Preparation/Policies/Technology, and Discipline & Attendance. UTLA-PCHS representatives met with members to review the tentative agreement and answer questions. Dara Feldman, guest presenter from Association for Supervision & Curriculum Development, led engaging sessions in Trauma Informed Schools practices.

[Optional Professional Development August 9-13](#)

- August 9 - PLC/SLC goals, notebook planning, calendaring, and meeting norms
- August 10/11 - New Teacher Orientation, Technology training, Classroom set-up
- August 12 - *Grading for Equity* refresher
- August 13 - Department and Professional Learning Community Meetings

[Spring Semester Professional Development – Monday, January 10](#)

Professional development for Spring Semester included the following workshops:

- Ethnic Studies with presenter Dr. Ziza Delgado Noguera, Professor of Ethnic Studies at Fullerton College
- Grading for Equity led by PCHS teachers Stephen Berger and Lisa Saxon
- Safety Training with AEGIS security consultants Jeff Zisner and Doron Horowitz
- Safety, Discipline, and Activity Day Lessons

Faculty Professional Development - Faculty Meeting April 25, 2022

Topic: Accommodations - What's Your Mindset?

Objective & Purpose:

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

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

Curriculum

- Align Curriculum to A-G, CTE
Increase College and Career Readiness metrics by:
150 Students who have attained the Seal of Biliteracy
Increased A-G aligned courses
Prepared a 5 year plan for CTE and CTE pathway expansion
- College access (Black Scholars Matter, FACTOR, West LA, Santa Monica)
- Continue the commitment to increasing access to A-G, Honors, and AP courses to Black and Latinx students: Continue to utilize the already long-standing programs, such as The Village Nation, *Fuerza Unida*, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.
- Diversify Curriculum: Continue active learning with curriculum-based PD and by offering summer mini-grants focused on new curriculum development and assessment.
Continue evaluating curriculum review to develop an inclusive and responsive curriculum. Instructional Materials, teacher materials, and other necessary items are required to diversity curriculum offerings.
- Continue evaluating curriculum and review curriculum to develop an inclusive and responsive education. Specifically, PCHS will research and develop Ethnic Studies curriculum and Climate Change & Sustainability curriculum.

Climate Summit Teach In - Earth Day in Apr 22, 2022 PCHS Climate Curriculum Archive

Collaboration with Dr. Ziza Delgado, professor from Cal State Fullerton to develop Ethnic Studies curriculum and provide professional development for PCHS teachers. Dr. Delgado previously worked with PCHS to analyze school needs in the PCHS Equity Study.

- Continue refining Digital Citizenship, Study Skills, Financial Literacy, and Life Skills units.

Study Skills and Study Seminar Curriculum Summer Planning Materials

Digital Citizenship Lesson Archive

Diversify the Narrative: English Initiative

Courses: African American Literature, African American US History, Chicano Literature

- Develop and provide instructional materials, teacher materials, and other necessary items required to diversify curriculum offerings.
- PCHS will integrate socio-emotional learning, executive functioning skill development, wellness, literacy, and critical understanding of self within the Pod curriculum through lessons, assemblies, and seminars.
 - Spring Assemblies in 9th and 10th grade, Executive Functioning
 - Literacy Program in 9th grade
 - English and Sociology units, Understanding of Self and others

Note: Financial literacy will be differentiated in Math (all years) and Econ (Sr. year) courses.

Equity and Grading

- Action Research - Grade Equity: Implement "Grading for Equity" studies and strategy implementation in two Grading for Equity PLCs. The outcomes from the strategies the PLCs use will be shared with the faculty.
- The formation of a task force to integrate Grading for Equity principles within PCHS grading policies and practices.

Two action research groups have met throughout the school year to read and analyze Joe Feldman's *Grading for Equity*. Their research and collaboration has resulted in a draft of a school policy.

Next steps: Departments are commenting on the draft and preparation for syllabus integration has begun.

Assessments

- Collect CASSPP and CAST Baseline data

- Diagnostics (Literacy 9th grade, MDTP departmental math tests)
- AA team members and NBC teachers will collaborate with systems administrators to create an infrastructure for storing assessment data and protocol training for data analysis to increase responsiveness to school data. Team meetings will be scheduled to build folders in Infinite Campus and an assessment dashboard in PowerBi. (Fall meetings and data analysis in spring.) [The committee has chosen Performance Matters for data storage and analysis.](#)

Communication

Long Term Aspirational Goal

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Action Items:

- Weekly Wednesday Newsletter: Admin will have the announcements/information by the Monday Admin Meeting. Information will be disseminated through PCHS's campus website and Infinite Campus. The tentative start date is scheduled for November 2021.
- PARENTS/COMMUNITY
 - Academics
 - Arts & Activities
 - Athletics
 - Culture
 - Covid
 - Transportation
 - Week at a Glance

[Implemented in December 2021](#)
- Student Leadership will develop their own categories and manner of dissemination.
 - [Bi-monthly video updates posted on Schoology and in the weekly Newsletter.](#)
 - [Weekly summaries of student events are posted on Schoology and in the Newsletter.](#)

Corrective Action Plan - Communication

PCHS conducted a SWOT (Strength, Weakness, Opportunity, Threat) analysis of incident responses during the December 6 incident and developed a Corrective Action Plan to address areas needing improvement.

Emergency Communication Steps include:

- When additional or increased security is required on campus, and security is not compromised as a result, information is sent to parents/students/staff in one communication.
- PIO SERT activated in all incidents involving campus disruption (identify name in category on SERT chart).
- Coordination is required with the Infinite Campus Data Manager to grant access to authorized users to send/release message in Infinite Campus Data Manager's absence.

Activate Emergency Text Notification System via Infinite Campus (Staff/Students/Parents)

- Personnel assigned role: write 1-2 sentence status update in any event normal school operations are disrupted.
- Seek ED/ED designee approval and send within 5 minutes of incident.
 - Two backup/substitute personnel also named in case of absence.
 - PCHS conducted a test of the Emergency Text Notification System before Winter Break.

Diversity

Long Term Aspirational Goal

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

Action Items:

- Form a Diversity Task Force to examine the campus' actions and policies to identify where equitable practices fall short/non-existent into the school's daily practices, expectations, predictions, decision-making, and regulations. The Diversity Task Force convened in October 2022 and meets monthly.
 - Dealing with complaints sent to the HR Office - Initiatives delayed due to departure of HR Director. The interim HR team has been focused on personnel issues and hiring throughout second semester.
 - HR is developing an infographic depicting the process for resolving a complaint. - August 2023

- HR is developing a process for staff to report concerns (digital complaint form) modeled after the 3 C's for students. - [August 2022](#)
 - Employee Suggestion Form Open Box written complaint modeled after BUZZFEED for faculty/staff members. - [August 2022](#)
- Education and training for staff, faculty, and administration [Ongoing in 2023-24](#)
- Professional Development
 - Intentional groupings made by Excel to ensure a mix of seniority, race, ethnicity, and departments [Completed and initiated in faculty meeting discussions](#)
 - Compliance Training [Back to School PD August 2022](#)
 - Expand Implicit Bias Training [Back to School PD August 2022](#)
 - Staff, faculty, and administrator Monthly Reading
 - Identify and schedule a speaker/program to educate staff on topics such as racial sensitivity and gender equity. Workshops will be mandatory for staff. [Back to School PD August 2022](#)
 - Allyship & Intro to Ethnic Studies Curriculum --[Dr. Ziza Delgado, Professor of Ethnic Studies at Fullerton College](#) presented to the PCHS staff.
 - Ethnic Studies curriculum previews for teachers - [Dr. Ziza Delgado covered this in her staff presentation.](#)
 - Look at online learning components before in-person training takes place - [Modules have been identified that will be included in the Back to School compliance training.](#)
- Campus Climate & Culture
 - Main Hallway to reflect Pali diversity and underserved population identities. [Students from BSU, LSU, GSA, ASU, and TGA](#) contributed to a wall display in the main hallway.
 - Spring Calendar that has both staff and student diversity and inclusion events and activities. [Monthly calendars of events publicized for Black History Month, AAPI Month, LGBTQI Pride Month](#)
 - Consistently offer diverse courses and commit to sustaining these courses.
 - [Openings for teachers of African American Literature and African American History](#) were specifically included in job postings to identify candidates who have a sincere interest in this content. Interviews included demonstration lessons with students who have provided feedback to determine the most desirable candidates.
 - [Chicano Literature](#) continues to be offered at PCHS.
 - [PCHS is preparing to offer Ethnic Studies, which will be a state requirement starting Fall 2025.](#)

- The Dress Code Task Force has developed a revised policy. Next step: Staff training on identifying and responding to a dress code violation.
- PCHS Hiring Practices: HR Department attends additional Diversity Career Fairs to increase the diversity of the faculty.
- PCHS is preparing for the new state mandate to provide an Ethnic Studies course. On October 8, California became the first state to require all students to complete a one-semester course in ethnic studies to graduate. Assembly Bill 101 takes effect starting with the class of 2029-30. High schools are required to offer Ethnic Studies courses starting in the 2025-26 academic year. PCHS is working with Dr. Ziza Delgado, Professor of Ethnic Studies at Fullerton College and Board Member for the California Community College Ethnic Studies Faculty Council, to begin designing curriculum.
- Hiring for the 2022-23 school year is underway. The PCHS Human Resources Department attended diversity career fairs to promote opportunities at PCHS.
- Courses in African American Literature, American History through an African American Perspective, and Chicano Studies will be offered in the coming school year.
- Part of our Campus Unification Department's mission is to provide a specific space that allows for students to exercise and practice agency, deepen their understanding of self and community, and engage in opportunities for self-advocacy, community accountability, anti-racism efforts and intersectionality awareness. PCHS has designed a **Campus Unification Student Advocacy Room** (U109). This dedicated space allows minoritized racial and intersectionality affinity groups to meet and organize for their own initiatives. This space helps students feel welcomed, empowered and safe to advocate their opinions and concerns for the sake of clarity, understanding, acceptance, and their ultimate success as PCHS students.
- **PCHS Social Justice Living Wall of Representation** - A radical wall in our school's main hallway serves as a reminder to school leadership of the need for equitable practices, the presence of students of color in our community and our responsibility to them. This is a living wall that changes and grows with our community. It is supported and maintained by our affinity groups that meet together to provide support, gather data, and help to inform leadership on the needs that each of their groups have. This is all a part of an initiative for safety, radical care and achievement for our BIPOC students.

Fiscal/Budget

Long Term Aspirational Goal

PCHS will identify and adopt cost-effective priorities to achieve 21st-century student-focused education. PCHS will do this with complete transparency and accountability while maintaining a balanced budget and cash reserve levels of 5%+ and providing monthly and annual reporting measurements.

Action Items:

- Align on clear budget priorities for 2021-24 and seek board adoption by March 2022.
This goal needs to be further developed. Public hearings have been held to share information and to gather feedback from our educational partners. Spending priorities are discussed at monthly Long Term Strategic Planning meetings and Budget & Finance Committee meetings. Given the importance of budget priorities, we will continue these discussions and recommend priorities at a future board meeting.
- Maintain a minimum 5% unrestricted cash reserve and monitor on a monthly basis.
We currently have achieved this and the CBO is committed to maintaining a 5% cash reserve and communicating the reserve levels on an ongoing basis. As a result of our PPP loan forgiveness, we currently sit closer to a 10%-11% reserve level.
- Execute adopted budget with efficiency and strict adherence to fiscal policies and procedures - monitor on a monthly basis.
Goal is in-progress. At 2nd interim, we made significant progress in balancing the budget compared to 1st Interim. As of 5/23/2022, our Estimated Actuals project a positive ending balance of \$300k+. We also are in progress of identifying new processes/workflows to adhere to PCHS fiscal policies and procedures. Refining our Purchasing/Invoicing process, position control, payroll procedures, and PD/conference travel requests are just a few examples.
- Address Lifetime Health Benefit (OPEB liability) by investing current assets (immediately), pre-funding the benefit at the recommended level (monthly), and/or identifying a solution to address the long-term liability by Jan 2022. The retiree benefit funds were invested, and the school lowered its OPEB liability (other post-employment benefits) by nearly -33% or \$6.77 Million (before Jan 2022)! We are entering year #2 of our 20-year funding schedule

and are committed to adhering to the funding schedule. Our insurance broker is also providing cost-effective benefit plans to further reduce our liability. However, these now have to be discussed with UTLA/PEPSU.

- By June 2022, develop a funding plan to support technology equity and access (Ed Tech Plan).
Unfortunately, we did not meet this goal. It is still in progress, and we will continue discussions with educational partners on an Ed Tech funding plan.
- Achieve all goals set forth in the Strategic Development Plan (PCHS Fund, planned giving, alumni network, endowment, grants, and capital campaigns). This goal is well underway and the PCHS Fund is tracking ahead of projected donations/revenue. For the first time ever, we created a “development budget” so that we can better track Ed Fund expenditures. This will be implemented in 2022-23.
- Identify ways to increase the effectiveness of budget/financial communications.
This goal also needs to be further developed. Our budget is very transparent, but we will identify ways to incorporate feedback to create clearer and more effective communications.

Student Socioemotional Well-Being

Long Term Aspirational Goal

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

Action Items:

- Incorporating weekly announcements.
- Providing learning opportunities through the curriculum to support SEL within PODS, seminars, and mentor programs.
- PCHS leadership and clubs will communicate opportunities for SEL across social media platforms and classroom announcements.
- Offer classes focusing on life skills, healthy relationships, and positive mental health strategies that count toward graduation credit.
- Review the Wellness Policy semiannually and promote strategies to foster healthy lifestyles.
- Mindfulness Messengers meet regularly and lead mindful moments during morning announcements. The Pali Pause is used to begin many meetings and is also incorporated into some classes.

- The Child Mind Institute provided free evidence-based resources that can help PCHS teachers teach students the mental health skills they need to be more ready to learn. <https://childmind.org/healthyminds/educators/>
- Investigating *Overcoming Obstacles* secondary curriculum to integrate into 9th grade and Study Skills classes.
<https://www.overcomingobstacles.org/portal/en/grade-level/high-school>
- “Life Safety Skills for Teens and the Adults that Care For Them” class assemblies and parent forum scheduled with Jonathan Cristall.
- Interventionist targeting high needs students in collaboration with counselors and Mental Health team.
- National Alliance on Mental Illness (NAMI) partnered with 9th grade English to give their annual presentation, “NAMI Ending the Silence.” This presentation features individuals and family members whose lives have been affected by mental illness, who visit high schools to provide "real-life" perspectives based on personal experiences.
Each trained presentation team includes a young adult in recovery. The program provides real faces and real-life stories that help high school students learn more effectively. Students get a rare opportunity to ask questions about mental illness that are too often surrounded by silence.
- Study Skill Course curriculum development expanding to include executive functioning skills such as organization, calendar planning, setting goals, and interpersonal relationship development.
- Career Tech Education Program units include soft skill development and career research.
- Business Enterprise class, VEI and DECA provide real world experiences for students interested in entrepreneurship and marketing.
- PCHS provided Spring Safety Week Lessons and Activities that will be revisited throughout the school year.
- Weekly 7th period workshops: This Spring Skills Workshop series is held by Lyn Lim during 7th period in U102. In the weekly workshops, students will explore feelings, effective ways of communicating, problem solving, goal setting, and how to manage stress.
- Restorative Saturday School is being implemented as an alternative to suspension.
- Identify National Recognized Wellness Center Programs (9-12) campus as one method to ensure continual alignment with best practices for mental health services.
- Provide Professional Development for the Mental Health Team.
- Increase support for the Mental Health team to include a Restorative Practitioner. The Practitioner would serve as a support between PBIS and Therapeutic support. Explore funding streams for this potential position.
- The Dean’s office and Pali mental health work very closely together. Formalize a process to facilitate ongoing collaboration.

- Pali has a new National Alliance on Mental Illness (NAMI) Club on campus that meets weekly.
- **Student Assemblies and Parent Webinar**

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

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

Topic: Accommodations - What's Your Mindset?

Objective & Purpose:

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

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

Updated June, 2022

Coversheet

Develop Board of Trustees Goals for the 2022-2023 School Year

Section: VI. Additional Goal Setting Plan(s)
Item: B. Develop Board of Trustees Goals for the 2022-2023 School Year
Purpose: Discuss
Submitted by:
Related Material: PCHS Board of Trustee Committee Descriptions.pdf



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Palisades Charter High School Board of Trustees Committees

Budget and Finance Committee - The purpose of the Palisades Charter High School Budget and Finance Committee is to ensure non-employee stakeholder participation (i.e., parents, students, and community members) in decisions relating to revenues, expenditures, and fund balances of the Charter School. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS. The Budget and Finance Committee shall, with the advice of the Executive Director and Principal and Chief Business Officer, propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Academic Accountability - The Academic Accountability Committee will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections - The Elections Committee shall be made up of one PESPU representative, two United Teachers of Los Angeles (UTLA) representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested, parties that do not have a financial interest.), none of whom are running for election to the Board of Trustees in the next coming election.

Charter - The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation, to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. Each group needs a majority

Audit - The Audit Committee shall be made up of a majority of non-interested Board members. The ASB Treasurer shall serve as a non-voting ex officio member of the committee. The Executive Director and Principal



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(EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained.

Grade Appeal - The Grade Appeal Committee shall consist of one faculty member, one classified or administrative member, and one community member. It is anticipated, but not required, that the Grade Appeal Committee shall have delegated to it the Board of Trustees' power to alter or change a grade given to a student at PCHS. If this is the case, the committee's decision is not appealable to the Board of Trustees. In exercising its authority, the Grade Appeal Committee shall be bound by Ed code 49066 with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session

Risk Management - The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested trustees or those who do not have a financial interest. The Risk Management Committee shall meet regularly with the Executive Director and Principal (EDP) to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS by the EDP. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees.

Evaluation - The Evaluation Committee shall be made up solely of non-interested trustees or those who do not have a financial interest. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the Executive Director and Principal (EDP) and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee - The Bargaining Committee shall be made up of all non-interested trustees or those who do not have a financial interest members of the Board of Trustees. The Executive Director and Principal (EDP) shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative (not the EDP) to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Bargaining Committee shall have delegated to it the Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements.

Survey Committee - The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance.



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It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment,

the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey.