



Palisades Charter High School

Board Meeting

Date and Time

Tuesday April 18, 2023 at 5:00 PM PDT

Location

Gilbert Hall, 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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Maggie Nance	
B.	Record Attendance and Guests		2 m
	Sara Margiotta will be attending remotely - 7465 Sterling Dr, Unit #2, Park City, UT 84060		
C.	Public Comment		30 m
	<p><i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i></p> <p>Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>		
D.	Approve Minutes	Approve Minutes Maggie Nance	2 m
	Approve minutes for Board Meeting on March 21, 2023		
II. Organizational Reports			5:34 PM

	Purpose	Presenter	Time
A. Student Report	FYI	Peter Garff	5 m
B. Parent Report	FYI	Monica Batts-King, Melissa Schilling, Saken Sherkhanov	5 m
C. Represented Classified Staff Report	FYI	Andrew Paris	5 m
D. Unrepresented Classified Staff Report	FYI	Karen Ellis	5 m
E. Faculty Report	FYI	Maggie Nance, David Pickard, Sarah Crompton	5 m
F. Human Resources Director (HR) Report	Vote	Dr. Martha Monahan	5 m
"To approve the Mid-Management and Unrepresented Longevity Stipend"			
"To approve the Frontline Subscription for Employee Recruiting, Hiring, and Evaluation"			
G. Director of Operations Report	FYI	Don Parcell	5 m
H. Admin. Safety and Security Team	FYI	Brooke King	5 m
I. Director of Development Report	FYI	Mike Rawson	5 m
J. Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	5 m
K. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
III. Board Committees (Stakeholder Board Level Committees)			6:29 PM
A. Academic Accountability Committee Update	FYI	David Pickard IV	5 m
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C. Election Committee Update	FYI	David Pickard IV	5 m
D. Charter Committee Updates	FYI	Sara Margiotta	5 m
IV. Board Committees (Board Members Only)			6:49 PM
A. Board Members Only- Committee Updates	FYI	Various	5 m
• Grade Appeal Committee			

	Purpose	Presenter	Time
• Survey Committee			
V. Collective Bargaining - PCHS/UTLA VAPA MOU			6:54 PM
A. PCHS/UTLA VAPA MOU "To approve the PCHS/UTLA VAPA MOU."	Vote	Martha Monahan	10 m
VI. Academic Excellence			7:04 PM
A. Attendance Policy Presentation	FYI	Amy Onyendu	30 m
B. Math Placement Policy "To approve the revised PCHS Math Placement Policy pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7 as presented on April 18, 2023."	Vote	Monica Iannessa	20 m
C. Culture and Climate Survey Results	FYI	Monica Iannessa/Dr. Chris Lee	20 m
D. EdTech Plan Update 'To approve the PCHS 2023 EdTech Plan.'	FYI	Dr. Pam Magee	10 m
VII. Finance			8:24 PM
A. 2022-23 Budget vs Actuals Update	FYI	Juan Pablo Herrera	10 m
B. 2023-2024 MOU for LAUSD School Police Services "To approve the 2023-2024 MOU for LAUSD school police services in the amount \$142,562."	Vote	Juan Pablo Herrera	10 m
C. Form 503-804 - Certification of Signatures "To approve the updated Certificate of Signatures (Form 503-804) for 2021-2025."	Vote	Juan Pablo Herrera	10 m
VIII. Governance			8:54 PM
A. 2023-2024 Board Meeting Schedule "To approve the 2023-2024 Board Meeting Schedule."	Vote	Maggie Nance	5 m

	Purpose	Presenter	Time
IX. Consent Agenda: Finance Items			8:59 PM
A. School Organized Conferences/Trips	Vote	Maggie Nance	5 m
<ul style="list-style-type: none"> • LRP National Institute on Legal Issues of Educating Individuals with Disabilities Conference – \$3,000 per participant awarded by Charter Operated Program Grant (New Orleans, LA) 			
X. New Business / Announcements			9:04 PM
A. Announcements / New Business	FYI	Maggie Nance	1 m
<ul style="list-style-type: none"> • Date of the next Board Meeting: Tuesday, May 16, 2023 at 5pm 			
B. Announce items for closed session, if any.	FYI	Maggie Nance	1 m
XI. Closed Session			9:06 PM
A. Conference with Legal Counsel - Anticipated Litigation	Vote	YMC Senior Counsel, Drew Rymer	5 m
<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: (one potential cases) 			
B. Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Dr. Martha Monahan	5 m
<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 			
C. Potential Litigation	Vote		5 m
<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 			
XII. Open Session			9:21 PM
A. Return to Open Session	FYI	Maggie Nance	1 m

	Purpose	Presenter	Time
B. Report Out on Action Taken In Closed Session, If Any.	FYI	Maggie Nance	1 m
XIII. Closing Items			9:23 PM
A. Adjourn Meeting	FYI	Maggie Nance	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on March 21, 2023

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 21, 2023 at 5:00 PM

Location

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

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Trustees Present

Andrew Paris, Avi Massaband, David Pickard IV, Karen Ellis, Maggie Nance, Melissa Schilling, Monica Batts-King, Peter Garff, Robert Rene, Sara Margiotta, Sarah Crompton

Trustees Absent

Saken Sherkhonov

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Jeff Roepel, Martha Monahan

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 21, 2023 at 5:11 PM.

B. Record Attendance and Guests

Robert Rene arrived at 5:30 p.m. and left at 6:49 p.m.

Monica Batts-King arrived at 5:47 p.m.

C. Public Comment

Gene Winer: Due to the Covid-19 Pandemic, there has been increased attention to airborne diseases and new technologies to fight them. I would like to raise awareness of one that has been adopted by multiple school districts already, including Clark County, Nevada, Fort Bend, Texas, South San Francisco, California, and others. The technology is called Far-UVC (222nm). It is Ultraviolet lightbulbs that can be put in any classroom, bathroom, bus, or other enclosed space to ward off anything from the flu to Covid-19. The cost is a few thousand and it has been proven to not leave any irritation on human contact. Please look into this!

D. Approve Minutes

Sara Margiotta made a motion to approve the minutes from March 9, 2023 with non-substantive edits Special Board Meeting on 03-09-23.

Melissa Schilling seconded the motion.

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

Roll Call

Sarah Crompton	Aye
Sara Margiotta	Aye
Peter Garff	Aye
Melissa Schilling	Aye
Maggie Nance	Aye
Andrew Paris	Aye
Saken Sherkhanov	Absent
Avi Massaband	Aye
Monica Batts-King	Absent
David Pickard IV	Aye
Robert Rene	Absent
Karen Ellis	Aye

E. Approve Minutes

Sara Margiotta made a motion to approve the minutes from February 28, 2023 with non-substantive edits Board Meeting on 02-28-23.

Andrew Paris seconded the motion.

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

Roll Call

Karen Ellis	Aye
Monica Batts-King	Absent
David Pickard IV	Aye
Saken Sherkhanov	Absent
Sarah Crompton	Aye
Sara Margiotta	Aye
Maggie Nance	Aye
Andrew Paris	Aye
Melissa Schilling	Aye
Avi Massaband	Aye
Robert Rene	Absent
Peter Garff	Aye

F. Approve Minutes

Karen Ellis made a motion to approve the minutes from February 28, 2023 Special Board Meeting on 02-28-23.

Melissa Schilling seconded the motion.

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

Roll Call

Saken Sherkhanov	Absent
David Pickard IV	Aye
Maggie Nance	Aye
Avi Massaband	Aye
Melissa Schilling	Aye

Roll Call

Robert Rene	Absent
Monica Batts-King	Absent
Sara Margiotta	Aye
Peter Garff	Abstain
Andrew Paris	Aye
Karen Ellis	Aye
Sarah Crompton	Aye

II. Organizational Reports

A. Student Report

Peter Garff:

1. St. Patricks Day was a successful event
2. Women's month happening now - feminine products drive and post-card party
3. ASB elections happening from the 27th to the 30th
4. Battle of the Bands happening on April 14th
5. Pep rally on March 30th
6. Spirit week happening the week of the 27th

B. Parent Report

Nothing to report at this time.

C. Represented Classified Staff Report

Andy Paris: Nothing to report. Looking forward to the Museum of Tolerance PD.

D. Unrepresented Classified Staff Report

Karen Ellis: Nothing to report today. We are working on a form for unrepresented classified staff to provide feedback for the board.

E. Faculty Report

Maggie Nance: Report stands as submitted.

Emails were sent out from HR about missing Fridays and it was felt that it could have been handled better.

There are also some bold students that do not respect the directives of adults and we need to find a solution.

Students are parking in the faculty/staff parking lot.

When there are problems amongst the staff coming from a few, there are blanket policies that affect everyone.

Being able to check-in and check-out early is great.

Pali Period has been used well by some faculty to make-up assignments and assessments.

Having consistent communication when there are threats or emergencies on campus would be more helpful.

F. Human Resources Director (HR) Report

Martha Monahan: We have met with representatives for union negotiations. 7 resignations in the past month, so we are hiring.

G. Director of Operations Report

Report stands as submitted.

H. Admin. Safety and Security Team

Report stands as submitted.

I. Director of Development Report

Mike Rawson: Report stands as submitted.

Maggie Nance: If the CTE money is included in the report, shouldn't the expenses for CTE Coordinator be included in the report?

Mike Rawson: That grant money is a one time payment to the school and does not reflect the continual income that comes from our CTE program.

Sara Margiotta: Is there a date on that grant?

Mike Rawson: It comes in towards the end of June.

Sara Margiotta: We are spending money on alumni outreach, how is that going?

Mike Rawson: Outreach is going well, but donations are low.

Karen Ellis: We should work with seniors to organize and plan future outreach events.

J. Chief Business Officer (CBO) Report

Juan Pablo Herrera: Report stands as submitted.

K. Executive Director/Principal (EDP) Report

Dr. Magee Magee: Report stands as submitted.

Museum of Tolerance PD with staff is underway and going well.

We did have a non-credible threat last week. We are working on communication systems and improving how we reach out to families and staff. We are piloting Parent Square right now to streamline this communication.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

David Pickard IV: Nothing to report at this time. Next meeting is Thursday, March 23, 2023.

B. Budget & Finance Committee Update

Sara Margiotta: We approved and recommend the Second Interim Actuals that Juan Pablo Herrera will present later tonight. We are concerned about ADA in 2023-2024. We also approved and recommend the approve of the Chartwells contract.

C. Election Committee Update

David Pickard IV: The Election Committee has applicants for each of the open board seats for 2023-2024. Due diligence is being done this week and we are working with Datalinks to get the voting set up with each of the appropriate stakeholder groups. Voting is set to begin on April 10, 2023 through April 14, 2023 on Infinite Campus. Thank you to Jeff Roepel for his support getting our information on the website and thank you to Karen Cox for helping collect application materials and publicize the election, as well as Election Committee members for their assistance through the process.

Avi Massaband made a motion to approve David Pickard IV as recording secretary of the Election Committee.

Sarah Crompton seconded the motion.

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

Roll Call

Robert Rene	Aye
Peter Garff	Aye
Melissa Schilling	Aye
Sara Margiotta	Aye
David Pickard IV	Aye
Sarah Crompton	Aye
Monica Batts-King	Aye
Maggie Nance	Aye
Avi Massaband	Aye
Karen Ellis	Aye
Andrew Paris	Aye
Saken Sher Khanov	Absent

D. Charter Committee Updates

Sara Margiotta: We need to start working on the Charter revision for our Charter renewal, which is coming up in 2024-2025.

We need stakeholders to be part of that process. Please communicate with stakeholder groups to see if anyone is interested in helping.

IV. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

Grade Appeal Committee: There are grade appeals. The committee is formed. Sarah is replacing Lisa and joining Maggie and David as faculty representatives. We have a calendar of dates and Dr. Lee is working with families to schedule these.

Survey Committee: The Parent Climate Survey is done and thank you to Maggie and Melissa for helping put that together. That will be posted in the newsletter on Wednesday, 2/29/23.

V. Academic Excellence

A. College Center Support Survey

Karen Ellis and Alex Landaverde presented the College Center Support Survey results, which can be found in the Board materials.

B. GPA Definitions

Dr. Chris Lee presented an clear explanation of the way student GPAs are calculated at Pali, which is in line with LAUSD. In the past, there have been multiple valedictorians and other confusing factors and the current GPA policies align with LAUSD.

VI. PCHS Cafeteria Menu

A. Meatless Monday

Maggie Nance made a motion to implement Meatless Monday, after Spring Break, on April 10, 2023, with a review in June to ensure there is not a loss in revenue. It will mean vegetarian options on the inside venue of the cafeteria and non-vegetarian options available at the outside venues.

Sara Margiotta seconded the motion.

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

Roll Call

Maggie Nance	Aye
Sara Margiotta	Aye
Karen Ellis	Aye
Robert Rene	Aye
Saken Sherhanov	Absent

Roll Call

Avi Massaband	Aye
Melissa Schilling	Aye
Sarah Crompton	Aye
Monica Batts-King	Absent
David Pickard IV	Aye
Peter Garff	Aye
Andrew Paris	Aye

VII. Finance

A. 2022-2023 Second Interim Financial Report

Juan Pablo Herrera presented the 2022-2023 Second Interim Financial Report, which can be found in the Board materials.

David Pickard IV made a motion to approve the 2022-2023 Second Interim Financial Report.

Maggie Nance seconded the motion.

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

Roll Call

David Pickard IV	Aye
Robert Rene	Absent
Andrew Paris	Aye
Karen Ellis	Aye
Melissa Schilling	Aye
Monica Batts-King	Aye
Maggie Nance	Aye
Saken Sherkanov	Absent
Peter Garff	Aye
Sara Margiotta	Aye
Avi Massaband	Aye
Sarah Crompton	Aye

B. 2023-2024 Food Service Management Company Contract Extension

Juan Pablo Herrera presented the 2023-2024 Food Service Management Company Contract Extension, which can be found in the Board materials.

Maggie Nance made a motion to approve the 2023-2024 food service management contract extension between Chartwells and PCHS - Agreement Number 2023001.

Karen Ellis seconded the motion.

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

Roll Call

Monica Batts-King	Aye
Maggie Nance	Aye
Avi Massaband	Aye
Robert Rene	Absent

Roll Call

Karen Ellis	Aye
Peter Garff	Aye
Sarah Crompton	Aye
Sara Margiotta	Aye
Melissa Schilling	Aye
Saken Sherkhonov	Absent
Andrew Paris	Aye
David Pickard IV	Aye

VIII. Consent Agenda: Finance Items

A. School Organized Trip(s)

Maggie Nance made a motion to approve the following extra-curricular trips: - March 30 - April 2: World Strides Music Festival/San Francisco, CA - Supervising Teachers: Ms. Allison Cheng and Ms. Maggie Nance - April 1-2:JSA Spring State Conference/Warner Center Marriott - Woodland Hills, CA - Supervising Teacher: David Pickard IV - April 20 - April 22: Camp Sylvester/Forestry Challenge, Pinecrest, CA - Supervising Teacher: Mr. Engelmann.

Sara Margiotta seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Robert Rene	Absent
Peter Garff	Aye
Andrew Paris	Aye
Monica Batts-King	Aye
Sarah Crompton	Aye
Melissa Schilling	Aye
Maggie Nance	Aye
Saken Sherkhonov	Absent
David Pickard IV	Aye
Avi Massaband	Aye
Karen Ellis	Aye

IX. New Business / Announcements

A. Announcements / New Business

The next Board Meeting is Tuesday, April 18, 2023 at 5 p.m.

B. Announce items for closed session, if any.

X. Closing Items

A.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:54 PM.

Respectfully Submitted,
David Pickard IV

Documents used during the meeting

- Faculty Board Report 03_21_2023.pdf
- HR Board Report 03_21_2023.pdf
- Operations Board Report 03_21_2023.pdf
- Director of Development Board Report 03_21_2023.pdf
- CBO Board Report 03_21_2023.pdf
- PCHS Credit Card Expenditures - 01-01-23 thru 01-31-23.pdf
- EDP Board Report 03_21_2023.pdf
- Active Assailant Drill 2_15_23.pdf
- CCSA Presentation.pdf
- Budget Com Meeting Minutes 03_13_2023.pdf
- College Center Presentation 03_21_2023.pdf
- LAUSD GPA Definitions.pdf
- Second Interim - Board Motion & Materials.pdf
- 2023-24 Food Service Management Company Contract Extension (cafeteria vendor).pdf

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: F. Human Resources Director (HR) Report
Purpose: Vote
Submitted by:
Related Material: HR Board Report 04_18_2023.pdf
Frontline Central.pdf
Employee Evaluation Management.pdf
Recruiting & Hiring.pdf



PALISADES CHARTER HIGH SCHOOL

Human Resources Report Board of Trustees Meeting April 18, 2023

Unrepresented Longevity Stipend

Currently, our unrepresented support staff and middle managers do not receive a longevity stipend, unlike our teachers, classified staff, and administrators. PCHS Leadership recommends that our long-time employees in this class receive a stipend for their ongoing service to the Pali community. The approved longevity stipend for administration is \$3000 after two years at the highest step. The recommendation for our other unrepresented employees is:

Middle Managers: \$2500 after two years at the highest step

Support Staff: \$2000 after two years at the highest step

Unrepresented Staff (non-Admin) Longevity Stipend							
Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
# of Eligible	8	5	5	7	8	10	10
Cost (Salary+Taxes)	\$ 25,956.00	\$ 12,437.25	\$ 12,437.25	\$ 17,844.75	\$ 20,007.75	\$ 24,874.50	\$ 24,874.50

The following positions are/will be eligible

Eligible 2022-2023

Director, College Center
 Aquatics Director
 Information Technology Director
 Nurse RN
 Human Resource Spec.

Eligible 2024-2025

Facility, Grounds & Maintenance Supervisor
 IT Team Supervisor

Eligible 2025-2026

Executive Assistant

Eligible 2026-2027

Permits Set-up Department Manager
 College Advisor



PALISADES CHARTER HIGH SCHOOL

Frontline Employee Management System

A primary goal at PCHS this year has been to develop transparent systems to provide clarity, accountability, and consistency for all stakeholders. It is the recommendation of PCHS administration that we move from paper-based employee management to a centralized system, which would provide a streamlined experience for employees from recruitment through retirement. The system would also ensure compliance with all federal, state, county, LAUSD and PCHS requirements.

Frontline Recruiting and Hiring

- Access to credentialed applicants to recruit
- Communicate directly with applicants for interviews, document verification, offers
- Paper-free onboarding
- 100% of required documents are completed and stored securely

Frontline Central

- All contracts, benefit election, credentials, renewals, policy compliance documents in one location
- Employees may access their own information, are informed when credentials are expiring, are noticed if/when trainings are completed, may update personal information

Frontline Evaluation Management

- Evaluation process is clear and visible to employee and evaluator
- Requirements, documents, observations all visible to employees and evaluators
- Evaluations documents follow PCHS professional growth rubrics
- Feedback is relevant and timely
- Analytics to identify strengths, needs and trends among employees

Already in use at PCHS

Frontline Absence Management

- Seamlessly integrates with Frontline Central to allow employees to track their absences in real time

Cost:

Initial Implementation (Configuration, personalization, training)	\$12,122.50
Subscription (Annual)	\$17,382.68

Retiree Health and Welfare Benefits

All retirees have been enrolled in Medicare A&B and are on the retiree plans.



PALISADES CHARTER HIGH SCHOOL

Collective Bargaining

PCHS/UTLA VAPA MOU: After gathering input from PCHS teachers, an agreement to increase stipends for Visual and Performing Arts teachers was signed on April 12, 2023. This agreement bases compensation for Pali VAPA teachers on a sliding scale, which considers a range of criteria including the scale and number of events as well as the hours spent with students beyond the school day.

Human Resources Activity

New Hires

Resignation/Retirement

Employee # 080822

Closed Session

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

None.

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



Support for the entire employee lifecycle

From recruit to retire and everything in between



Your **central hub** for accessing and managing employee information

Say goodbye to duplicate data entry and endless administrative work with Frontline Central, **an employee lifecycle management and form workflow automation system** that enables you to securely and efficiently manage employee information online, access actionable data from other Frontline Human Capital Management (HCM) solutions and streamline labor-intensive processes - from one central location.



Save time, improve efficiency and maintain compliance with a centralized hub for managing employee information

- HR staff can quickly access a secure, central home page with important employee information and items that require their attention
- View key, actionable data from your other Frontline HCM solutions including which teacher absences have yet to be filled, who has or has not clocked in, forms in progress such as annual contracts or onboarding packets, and any professional development requests that need to be approved.
- Set up new employees with ease, as employee demographic and employment info is populated in the shared staff profile - making it easy to set up new employees and update data for existing employees in other Frontline HCM solutions (as applicable)



Automate time-consuming processes with paperless forms and workflows

- **New Hire Onboarding:** Easily move new hire data from Frontline Recruiting & Hiring to Frontline Central to kick-off the electronic onboarding process and track progress along the way.
- **Contract Renewals:** Automate the distribution, completion, and tracking of annual employee contract renewals
- **Policy Notices and other HR forms:** Easily distribute and track receipt for all of the important policy notices and forms in your district
- **Custom Forms and Workflows:** Build customized forms and workflows (or choose from a library of pre-built forms) to automate complex processes

Contact us today!

For more information or to schedule a demo, visit:

FrontlineEducation.com/Central



Empower employees to manage their own information

- Provide employees secure access to their own profile to request forms, review their own records, and complete or update their own information whenever they need to.
- Improve your employees' efficiency with access to key, actionable data from other Frontline HCM solutions such as the ability to check leave balances or open professional development requests, all in a centralized place.



In Their Own Words

"From three hours to WOW."

"The time savings could even be more than three hours, just because you're not dealing with logistics of people handing you packets of stuff that you then go file, then go hand to the next department. Now, it takes no longer than 15 minutes. You send the packet out, the packet comes back, you put the information in."

*Penny Tracy,
Payroll Coordinator,
Lampeter-Strasburg School District, PA*

Frontline Central is part of **Frontline HCM**, along with **Absence & Time, Recruiting & Hiring, Professional Growth, and HRMS.**





Focus on feedback, not forms

Streamline the evaluation process and provide more meaningful feedback.

Employee Evaluation Management

Is the time required to manage educator evaluations resulting in more administrator focus on forms instead of crafting evidence-based feedback to improve performance? The employee evaluation tools (formerly MyLearningPlan OASYS) in Frontline Professional Growth support any evaluation rubric your district is licensed to use and integrate multiple measures including student growth objectives, pre- and post-observation conferences and peer feedback.

Frontline Professional Growth not only helps evaluations go smoothly by electronically capturing observation data, but also makes it easy to schedule, complete and review evaluations for all of your district's employees in one place. Easily managing deadlines, state requirements, forms and workflows online saves precious time. Evaluators can use this time to instead align evidence to rubrics and analyze data holistically, so they can provide meaningful feedback.

Why Use Frontline Professional Growth?

Always know the status of your evaluations

- Create custom workflows that match the needs of each employee group
- Set deadlines and receive notifications for any portion of the evaluation process
- Delegate responsibilities and control "who sees what"
- Monitor evaluation progress with simple visualization tools

Access and report on the evaluation data you need

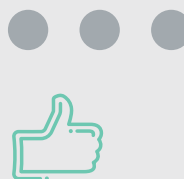
- Create graphical reports to visualize trends at an individual, group, building or district level
- Upload and align artifacts for easy access

- Link all scored data and calculate a composite score
- Extract data for state reporting

Focus on continuous improvement

- Customize forms and rubrics for all your employee groups
- Incorporate qualitative data to facilitate dialogue around student growth
- Manage student learning/growth objectives
- Recommend targeted learning in Frontline Professional Growth's professional learning management tools (formerly MyLearningPlan PDMS) based on individual evaluation results

Frontline Professional Growth makes managing every component of the evaluation process easy for administrators and helps evaluators provide employees with relevant, actionable feedback. It also enables participants to truly engage in the evaluation process by accessing their own current and past evaluation data.



To learn more or get a demo, please visit the link below.



Bring the best educators and staff to your district

Attract, hire, and onboard spectacular educators and supporting staff.



Recruit, Hire, Onboard

Ensure your schools are staffed with exceptional teachers and staff who can foster student learning at the highest level. Recruiting, hiring, onboarding – these are your tools for bringing the best talent into the district, and each step is vital for success.

Better Recruiting

Don't wait for the best candidates to come to you. Proactively recruit from the largest active pool of K-12 job-seekers.

- Reach tens of thousands of licensed educators who are in your state or interested in relocating
- Create automated recruiting campaigns to reach new candidates
- Send personalized messages to any candidates meeting your criteria
- Cast a wider net and attract the best applicants, even for hard to-fill positions

Easier Hiring

Your hiring process shouldn't hold you back. Refine your applicant pool to uncover the best candidates and streamline every step of the hiring process with online workflows

- Select and hire the best candidates – no paper required.
- Easily sort through applications to quickly identify the best-fit candidates with preset filters
- Efficiently communicate with candidates all in one place
- Automate the hiring process, from collecting letters of recommendation to scheduling interviews
- Leverage user job type-specific prescreening assessments to gauge candidates' personality and behavioral alignment with your district
- Minimize risk and improve compliance throughout the hiring process.

Part of Frontline HCM, Frontline Recruiting & Hiring includes: **Proactive Recruiting, Applicant Tracking, and Frontline Central.**

Stress-free Digital Onboarding

Use hiring information to populate staff profiles and seamlessly transition to onboarding – and complete the entire process online.

- Electronically send onboarding paperwork to new hires, guiding them through each form and tracking their progress along the way
- Critical new hire information collected as part of the hiring process is automatically made available as part of the employee onboarding process, building out the staff profile which can be accessed from other Frontline HCM suite solutions
- Add new hires to your other Frontline HCM solutions, like Professional Growth and Absence & Time, via the shared staff profile
- Help new hires get right to work, rather than filling out a ton of paperwork on their first day
- Save time and improve efficiency by eliminating the paperwork
- HR staff can quickly access a secure, central home page with important employee information and items that require their attention

Attracting, recruiting, engaging, hiring and onboarding – it all comes together with Frontline Recruiting & Hiring. Our solution brings everything together to help you attract, hire and engage the highest-quality educators and supporting staff, for every position – without spending hours looking through resumes, calling candidates or struggling to find applicants.



In Their Own Words

“I don't know how we would have onboarded the twenty extra teachers we hired during the first two weeks of the new school year without Frontline.”

Eric Schimmelmann
Application Support Specialist
Kentwood Public Schools (MI)

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: G. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 04_18_2023.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report April 18, 2023

Permits & Setups:

- **Permit Revenue for March 2023 is ~\$73,030**
 - ~\$53,283 from Facility Rentals
 - ~\$500.00 from Facility Parking Rental
 - ~\$147.00 from One-Time Rentals
 - ~\$4,100.00 from Banner Rentals
 - ~\$15,000.00 from Filming
- **Spring Sports Impact to Permits:** With PCHS Boys Volleyball in full swing and impending home/playoff games, our gym time for permits must cater to those games. There are and will continue to be Permits cancellations to accommodate; this will slightly affect revenue for permits.
- **Important Update** – The Baseball field re-opened, permitting resumed and teams picked up where they left off, however, the unusual rainy weather through March has cancelled a number of permit days so revenue affected, but holding steadily.
- **Filming in March:**
 - Daily Drills Campaign (March 2nd)
 - Sling TV Commercial (March 17th)
- **Filming for April:**
 - **(Occurred) Filming for April:** Amazon, Back to School Still Photography (April 4th), Adidas NFL Still Photography (April 8th)
 - **(Secured) Filming for April:** None at this time
 - **(Potential) Filming for March:** Dicks Sporting Goods (Back to School), Walmart (Still Photography)
- **Banners** - Banner demand continues to be strong, lots of new interest – fence booked out for the next few months with rotating banners – many of our yearly users are renewing.
- **PCHS Sports** –Spring sports in mid-season and going strong.
- **April 2023 Set-Ups/Events:**
 - Earth Day Festival – April 13
 - PTSA Board Meeting – April 13
 - PCHS Film Festival – April 13
 - B&F Committee Meeting – April 17
 - Board Meeting – April 18
 - PTSA Safety Presentation – April 20
 - VAPA Showcase – April 20
 - School-Wide Safety Drill – April 26



PALISADES

CHARTER HIGH SCHOOL

MGAC/Pool:

- PCHS Swim/Dive Team support ongoing. MGAC looking forward to tradition of hosting annual Western League Meet and CIF City Section Dive Championships.
- PCHS PE Classes participating in lifeguard assisted swimming lessons (Learn to Swim and Levels 1-2 MGAC Curriculum) – ongoing.
- American Red Cross (ARC) FA/CPR/AED and Safety Training for Swim Coaches Classes Delivered regularly.
- MGAC is conducting an ARC Lifeguard Certification April 22nd. Contact bking@palihigh.org if interested. 1 spot left!
- MGAC is hiring experienced Lifeguards - Please help us get the word out!
- MGAC Q3 Revenue is ~\$120,000
- Safety Coordination provided for 4/26/23 AIRBORNE EVENT Safety Exercise.
- Annual preventative maintenance addressing our multiple chemical pumps, filtration system, SPCS controller for energy efficiency, and interlock system is underway.
- MGAC is entering into our 14th year of operations and anticipate major repairs in the next few years. We project this repair will require a 4 week closure (August month identified as target month in the year we implement this repair).
 - 1. Re-Plaster Both Pools (~\$300k)
 - 2. Replace cantilever concrete, which is showing signs of deterioration (~\$450k)

Transportation/Buses:

- The PCHS School Bus Program & Schedule, as well as Special Ed, Late and Competition Buses, are all operating normally.
- The 2023-24 School Year Transportation Registration and Scholarship Application deadlines for submittal were reached on 4/7/2023. Follow-On processes underway for reviewing scholarships, and assigning Students to one of the 7-Buses for next year. At this time, ~400 Riders for next year.
- Next major 2023-24 Process Deadline is 6/1/2023 for down-payments.

Information Technology:

- Testing season is in full swing! Testing for CAASPP, ELPAC, CAST, AP's, and NWEA are scheduled from Monday, March 6th through May 26th. The Team has been working with Lisa Saxon, Testing Coordinator, to ensure support and devices are available in all testing locations throughout all scheduled days. Testing season does consume a significant amount of the Tech Dept. personnel's time so response times may be impacted during this last portion of the year.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- 186 tickets were opened in the past 22 days with 172 of them closed or waiting. Most ticket response times continue to be within 2 hours during the business day. Common ticket trends this period are projector issues and consumable requests, followed by printing issues and AV events. The Tech Dept. has 667 devices currently checked out to students for the 2022-23 school year.
- All new staff laptops continue to be distributed as teachers and Tech are available. If everything continues as planned and arrives/is distributed this year, the 2023-24 SY staff device order will be 30-35 devices (final numbers will depend on not yet finalized staffing and any future breakdowns this semester).
- All eight Konica copier/printer machines have arrived. Two faculty/staff production machines in the copy room, three (one each) in the AA Office, Attendance Office, and Main Office, and three student devices are in place. PIN code requirements have been reinstated on the copy room and AA Office devices, with the Attendance and Main Office to follow shortly. The student devices are nearly ready to be rolled out, along with a remote print client for faculty, staff and students. Additionally the large capacity paper trays for the main copiers should be arriving soon, as well as codes that we were missing to enable PIN usage on the Attendance and Main Office copiers.
- Work with the Deans continues regularly. IT is supporting the Deans office with Bark reports, camera support, and IC reporting.
- Working with cafeteria vendor Chartwells and the CBO, we are planning a much-needed uplift of the cafeteria Point-of-Sale (POS) devices. The current devices are aged beyond support and have swollen batteries, screen breakage, or other issues that prevent them from being usable for service. New devices have arrived and been configured. We are waiting on mounting and security hardware before the devices can be put into production. Some devices are currently in use to test the POS 2.0 software.
- 45 Promethean panels were deployed around campus. IT has attended an admin training and continues to work with the company to resolve any minor issues. So far, the response to the panels is overwhelmingly positive from both faculty and students. We are now working with individual classroom teachers on mounting potential, locations, and one-on-one training sessions with IT. Amir Osterweil has been of tremendous help in reporting issues to Promethean and IT, and working directly with Teachers on additional trainings. The expected funding availability for a Round 2 of orders is being discussed and planned.
- Working with data vendor on the creation of needed recurring reports from Infinite Campus. Some initial reports for Counseling and Intervention have finally been delivered. Errors in some of the delivered reports for Grade Reports have been discovered and we are waiting to have these addressed prior to the next grading window.
- Ongoing facilitation/support of several EdTech digital classroom resources to ensure all applications are accounted for, accessible/usable and can be supported by IT.
- The Tech Team is continuing to update and create training materials for faculty and staff. The Schoology Palisades Technology Enthusiasts, which all staff are a member of, houses the first of these updates. Many more to come!



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- As part of the server refresh, multiple servers were migrated to and consolidated on a new host, upgraded, and had additional resources applied to the machines. Of the servers that remain, only a Finance Department migration of QuickBooks licensing and data needs to occur before the project can be closed out. This continues to be a concern that we hope to have addressed soon.
- A site walkthrough for the eRate Category 2 bid occurred on Wednesday, 3/8. The bids were certified, evaluated, and awarded to AkinsIT per the strict bidding process required by USAC and the FCC. We will begin the process of securing funding through available grants and 2023-24 PCHS budget process. Our goal is to move forward with a Summer 2023 installation. The estimated cost at this time is \$1,300,000. The eRate portion of this funding is ~\$250,000, leaving a \$1,050,000 PCHS funding obligation, which is a 50% discount of a critical and overdue refresh.
- As part of the Gym AC project work conducted by LAUSD, the campus went through three separate and extended power outages during Spring break. Two of these outages saw fallout on our network and server infrastructure; the first caused a switch to fail in J120, requiring emergency replacement. The second outage corrupted one of our primary Domain Controllers and the configuration profile of our wireless controller. The DC had to be restored from backup and the wireless controller configuration rebuilt. The loss of the switch and wireless controller profile are likely related to the age of the equipment; both items are slated to be replaced as part of the 2023-24 eRate C2 project.
- Feedback on our Copy Clerk continues to be very positive.
- PCHS currently has ~\$16,000 in outstanding fees/fines for seniors that are related to Tech Devices, Textbooks, Library Books, Cafeteria & Transportation. There is much more outstanding related to Freshman thru Junior students as well, but with seniors graduating this semester.
- IT has been working with the College Board to prepare for the 2023 Digital AP exams. This year the English AP exams will be taken digitally through the new Bluebook application. More information can be found on the AP website.
- With the 2023-2024 OnLine Registration (OLR) window open for Admissions, IT has been working with Counseling and the Attendance/Admissions Office to support reporting, Household Notifications, and various issues that occur.
- It's that time... Another grading window is upon us and IT is working with the faculty to post their grades. The window will be closing Sunday 4/16, at which time IT will work with the Counseling Office to finalize report cards and ensure all teachers have properly reported a grade for every student.
- NWEA, the newly selected internal assessment platform required by the State of California, has been loaded with student and teacher data and is now ready for testing on 4/14+. IT worked with Clever and NWEA staff over the last week to automate nightly data ingests from Infinite Campus to Clever to NWEA. The data was further customized by Clever for NWEA's special needs. IT continues to work on additional demographic data that needs to flow to NWEA.
- The 2023-24 budget cycle has begun, and IT is working with various departments on equipment and software needed for the next school year.



PALISADES

CHARTER HIGH SCHOOL

Information Technology (Continued):

- In an effort to replace the damaged and aging screen in Mercer Hall, IT has requested quotes from vendors to replace and install a new, motorized screen. The goal is to have the work approved and installed over summer.
- Turnitin has released their Beta version of AI detection of student submitted work. We have seen a startling number of student submitted essays and homework that are AI generated. Our current Turnitin plan is offering the AI detection as a benefit for the remainder of the 2022-23SY, however, this critical component will not be included next year without an additional purchase.
- Data synchronization between Infinite Campus and the communication platform ParentSquare was configured during Winter Break. After some training, a pilot group has been setup so the system can be tested and measured against PCHS's needs. If the pilot is deemed successful, ParentSquare could replace most communication systems/methods currently used at PCHS and centralize communication for all stakeholders.

Facilities/Projects – HVAC:

- **Central Heating System** - System operational and always a few rooms being worked on.
- **MERV-13 Filters** - Ongoing Monthly Inspecting & Replacing

Facilities/Projects – OTHER (Ongoing Maintenance):

- **Hallway & PE Locker Maintenance** – Support/Resolve ongoing locker maintenance requests
- **Landscaping:** Ongoing Irrigation System line breaks occur and get repaired
- **Pali Academy** - Basketball court drainage; seepage and sump pump maintenance
- **Stadium Turf** – Regular field maintenance ongoing
- **Transporting Nutrition & Lunch** – Facilities delivers meals to Pali Academy twice a day
- **Tent Set-Ups** - Security Stations and Pali Academy Stations after wind-related take-downs
- **Baseball Batting Cage & Tennis-Court Drainage Gutter** – Periodic sweeping/cleaning
- **IPM Pest Management** – Significant degree of baiting exterior of Bldgs. for ants and roaches using *LAUSD approved products only*.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects – OTHER:

- **E-Waste Pickup** - Completed.
- **Water Fountain Filters** - Annual replacements/servicing completed.
- **D107 Ceiling** - New drywall and new ceiling tile installed after water pipe leak was repaired.
- **A207 Broken Casement Window Operators** - Waiting on parts to arrive.
- **A-Bldg. Roof Lights** - 1 of 2 fixtures replaced with new, waiting for second fixture delivery.
- **Faculty Lot Light Fixture** - Broken fixture behind loading dock dumpsters replaced with new.
- **Cafeteria Warmer-Plug** - Faulty and needs to be replaced – Parts being ordered.
- **Golf Cart Repairs** - Older flatbed serviced/repaired
- **Mercer Hall Screen** - 30' aluminum pipe at bottom of screen to help stabilize screen broke but has since been repaired and functional again.
- **Student Restroom Destruction & Graffiti** - Restroom vandalism back on the rise, and especially Graffiti.

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

- **Furniture:** Inventory campus wide for furniture needs to submit for Budget
- **Gilbert Hall** - Handicap seating broken side latch/locking mechanism. Parts need to be ordered from vendor for special custom seating.
- **A-Bldg., E-Bldg., and G-Bldg. Storm Drain Issues** - Pending
- **A-Bldg. Roof Lights** - 1 of 2 need to be replaced. Ordered and awaiting to receive/install
- **3-Way Crosswalk Light Fixture** - Fixture by 3-Way Crosswalk by Gilbert needs to be replaced.

Facilities/Projects - Larger Scale Projects:

- **Gym A/C Project (LAUSD Bond Funded):**
 - Phase 1 started on Dec 17th 2021. The Boys side of the Gym Complex is underway and anticipated to last until Nov/Dec 2022.
 - Phase 2 in the Main Gyms is virtually completed. A few isolated days at various points in time to tie into the main systems.
 - Phase 3 in the Girls Locker Room side of the Gym Complex began Dec 19th 2022.
 - Project expected to finish around Nov 2023
- **Campus-Wide Non-Bungalows A/C Project (LAUSD Bond Funded):**
 - This project is LAUSD Board approved. The project now looking to move into the Architecture & Engineering Design phase.
 - Once LAUSD and DSA approvals received, which could take quite some time, the project will be Bid & Awarded, which will add another 4+ Months. Project not expected to start until Summer 2024 at the earliest, more likely Summer 2025.



PALISADES

CHARTER HIGH SCHOOL

Facilities/Projects - Larger Scale Projects:

- **Main Quad Modernization Project (Donation Funded):**

- The project has been approved by the LAUSD Board! Post vote meeting with LAUSD M&O Division completed.
- Now that project approved by LAUSD Board, and detailed materials selected, and PCHS completes the Detail Design, project may need to be submitted to DSA, and then followed by Bidding and Installation Phases.
- Project hoped to be able to start in Summer 2023, but that is dependent on many factors.

- **Solar Project (LAUSD Bond & Catalyze Funded):**

- This project has LAUSD-FSD Support and has been cleared to proceed independently (and could be simultaneously) with the Campus-Wide Non-Bungalows A/C Project.
- Catalyze has finalized their Detailed Specifications and Conceptual Design, Schedule and Cost Estimate for PCHS, which has been submitted to LAUSD-FSD for review. Once Catalyze and LAUSD reach agreement on terms and conditions of a long-term contract, they will start getting into Detail Architectural & Engineering Construction Design; submit for LAUSD BOC approval, LAUSD Board approval, and DSA Submittal/Approval.
- Project hoped to receive final approvals in time to be started by Summer 2024.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: I. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 04_18_2023.pdf

Board of Trustees Meeting
Development Report

Report date: 4/13/2023

TOTAL FUNDS RAISED TO DATE:	Fund	Prior Report	YTD	Inc/Dec.	Budget
The PCHS Fund	General	\$378,911	\$385,088	\$6,177	\$450,000
Pali Alumni Fund	General	\$2,032	\$2,032	\$0	
TOTAL UNRESTRICTED FUNDS RAISED		\$380,943	\$387,120	\$6,177	\$450,000
CTE Incentive Grant	General	\$270,372	\$270,372	\$0	\$0
Perkins V Grant	General	\$0	\$0	\$0	\$0
Rest. Donations/Pledges - Recd	General	\$24,493	\$24,493	\$0	0
Donation/Pledges Outstanding	General	\$7,620	\$5,676	-\$1,944	0
TOTAL RESTRICTED FUNDS RAISED		\$302,485	\$300,541	-\$1,944	\$0
TOTAL FUNDS RECEIVED		\$683,428	\$687,661	\$4,233	\$500,000

TOTAL EXPENSES TO DATE:

Bacio Design		\$3,330		\$3,500
American Direct Mail		\$2,449		\$6,900
Postage		\$400		\$1,800
Subscriptions	*	\$22,287		\$7,800
SafeSave service fees		\$3,518		\$7,500
Salaries & Benefits (Campus Unification/Development Dir)		\$64,177		\$77,000
Justice League Banner		\$300		\$200
Videography		\$750		\$1,500
Family Donor Banners		\$795		\$700
Reunion Picnic (Class of 2002)		\$1,147		\$0
Donor Bricks/Dedication Plaques/Awards		\$3,917		\$1,500
Donor Reception		\$0		\$0
Donor Refund		\$0		\$0
Pali High Booster Club (split donation)		\$0		\$0
New Parent Welcome Breakfast		\$2,325		\$0
TOTAL EXPENSES FOR UNRESTRICTED FUNDS		\$105,394		\$108,400

TOTAL NET FUNDS**\$582,267****\$391,600****Comments and Campaigns initiated to date:**

- 1.) Joint Appeal with Booster Club sent 8//8/22
- 2.) New Parent Welcome Breakfast scheduled for 8/20/22
- 3.) PCHS Fund comparison: **\$385,088** this year/**\$367,761** last year. Best YTD was **\$367,761**
- 4.) PCHS Fund donor comparison: **310** this year/312 last year
- 5.) Follow-up email to all Parents on 10/4
- 6.) Back-to-School Night Campaign brought in **\$20,277**

Board of Trustees Meeting
Development Report

- 7.) Driveway Days Campaign are back 10/19 - 10/21
- 8.) Driveway Days Campaign brought in **\$8,227**
- 9.) #Giving Tuesday Campaign will begin 11/15 through 11/25
- 10.) #Giving Tuesday 2022 brought in **\$28,362**
- 11.) Year End 2022 Campaign begins December 28th.
- 12.) Year End Campaign 2022 brought in **\$44,289**
- 13.) Student PCHS Fund Phon-a-Thon scheduled for 3/20 - 3/22
- 14.) Student Phon-a-Thon brought in **\$3,733**

Grants Submitted to date:

Grantor:	Amount	Purpose	Date Submit
CTE Incentive Grant	\$270,372.00	CTE Funds for 2022-213	1/15/2021
LA Scholars Investment Fund	\$146,600	Pali Bridge Project - College Center	5/3/2022
Pacific Palisades Women's Club	\$600.00	Mosaic repair	5/30/2022
Lewis A. Kingsley Foundation	\$10,000.00	Program Support	8/10/2022
Mara W. Breech Foundation	\$10,000.00	Teacher Professional Development	11/30/2022
	\$437,572.00		

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

Grants Received to date:

Grantor:	Amount	Purpose	Date Rec'd
CTE Incentive Grant	\$270,372.00	CTE Funds for 2020-21	7/1/2022
Pacific Palisades Women's Club	\$600.00	Mosaic repair	7/27/2022
Lewis A. Kingsley Foundation	\$10,000.00	General support	7/10/2022
Mara W. Breech Foundation	\$5,000.00	Teacher Professional Development	12/30/2022
	\$285,972.00		

Grant Applications not approved:

NRA Safe Shield Program	\$81,375.00	Permanent Perimeter fencing	8/30/2022
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* Subscriptions increased with the conversion from DonorPerfect to Virtuous. Virtuous will eliminate the cost of Almbase app (\$7,500) when contract expires next year, DonorPerfect (\$6,228) and DonorSearch (\$1,750). Annual cost of Virtuous is \$9,500.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: J. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Board Report 04_18_2023.pdf
PCHS Credit Card Expenditures - 02-01-23 thru 03-31-23.pdf



PALISADES

CHARTER HIGH SCHOOL

CBO Report Board of Trustees Meeting April 18, 2023

2022-2023 BUDGET UPDATE

- The attached Second Interim Financial Report reflects revenue and expenditures through Jan 31, 2023, as well as assumptions for the remaining year.
- PCHS is on track to meet its fiscal obligations.
- As a reminder, the positive ending balance of \$1.247 Million is overstated due to PCHS receiving one-time grants.

ED-TECH PLAN

- There is a revised EdTech Plan, which now incorporates additional feedback from the Budget & Finance Committee and PCHS Administration.
- The EdTech plan will be presented to the Budget & Finance Committee meeting in April, then brought forward to the Board of Trustees for approval.
- The EdTech plan incorporates feedback from various educational partners/groups. It outlines the supporting data and also includes funding sources to bring the plan to life.
- The EdTech plan can be viewed [here](#).

2023-2024 BUDGET UPDATE

- The budget packets were distributed much later than planned. The new budget packet submission deadline is 4/24.
- We will review IMA/Textbook requests at the April LTSP meeting.

COMPLIANCE

- The actuarial valuation for 2021-22 is also in process. We are working closely with the actuary to provide updated census data and financial information. We have now shifted the final report presentation to the May Board meeting.
- The LAUSD Charter School Division (CSD) oversight visit is underway. All financial reports were provided to LAUSD by the set deadline. The on-site visit and fiscal interview are scheduled for April 27, 2023.

CERTIFICATE OF SIGNATURES

- PCHS is revising its Certificate of Signatures. The current form has expired and LACOE has asked that we extend the form through the Charter petition date.
- We have added this as a board agenda item and the recommendation is to maintain the same signors (Pamela Magee, Juan Pablo Herrera, Christopher Lee, Monica Iannessa), but extend the form date through June 30, 2025.



PALISADES

CHARTER HIGH SCHOOL

LOOKING AHEAD

- 2022 Actuarial report
- May 2023: Governor releases the May Revision (California State Budget) which outlines key areas for PCHS education funding.
- 2023-24 Transportation Contract available in mid-late May. After the April CPI data is released, we should have a contract extension from the transportation vendor.
- 2023-24 Janitorial & Security contracts should be available in late May as well.

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 02/01/2023 - 03/31/2023

Date	Vendor	Description of Expense	Cardholder	Requested By:	Amount	Resource	Budget Category
February 1, 2023	MAIL CHIMP	PCHS schoolwide mail campaign/newsletter subscription	JP HERRERA	K COX	\$ 220.00	GENERAL	SUBSCRIPTIONS
February 1, 2023	MUSIC THEATRE INTL	Matilda rights - VAPA show	JP HERRERA	C SMITH	\$ 599.00	ASB	TRUST
February 3, 2023	CALIFORNIA ASSOC FOR BILINGUAL EDUCATION	CABE Conference - J Jimenez	JP HERRERA	M IANNESSA	\$ 723.00	GENERAL	CONFERENCE
February 8, 2023	CALIFORNIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	CASBO training for CBO - child nutrition procurement	JP HERRERA	P MAGEE	\$ 405.00	GENERAL	CONFERENCE
February 8, 2023	DOMINO'S	Fuerza Unida - 1st semester grades & planning meeting	JP HERRERA	M CERVANTES	\$ 689.31	GENERAL	LCAP
February 8, 2023	SAVE THE CHILDREN	FNL fundraiser for "Save the Children"	JP HERRERA	N FRACCHIOLA	\$ 750.00	ASB	TRUST
February 9, 2023	BOWNET	Softball - purchase	JP HERRERA	R MONTZ	\$ 168.73	ASB	TRUST
February 13, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #1	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 13, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #2	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 13, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #3	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 14, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #4	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 14, 2023	SCHOOL SERVICES OF CALIFORNIA	HR Workshop via Schools Services of CA	P MAGEE	M MONAHAN	\$ 195.00	GENERAL	CONFERENCE
February 16, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #5	P MAGEE	K ELLIS	\$ 275.00	ASB	COLLEGE CENTER
February 17, 2023	THE WEBSTAIRANT STORE INC	Cafeteria Supplies - 2 Fruit Cutters & Pizza Slicer	JP HERRERA	D BROWN	\$ 383.24	GENERAL	SUPPLIES
February 20, 2023	PREMIUM EQUIPMENT	Scissor lift repair - vendor only accepted credit cards	JP HERRERA	O CABRERA	\$ 660.00	GENERAL	OPS
February 21, 2023	SOUTHWEST AIRLINES	Round trip flight to CCSA conference - A Onyendu	JP HERRERA	P MAGEE	\$ 267.97	GENERAL	CONFERENCE
February 22, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #6	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 25, 2023	THE COSTUMER - BARRET	Matilda - costumers for VAPA show (emergency order)	JP HERRERA	C SMITH	\$ 2,695.35	ASB	TRUST
February 27, 2023	COLLEGEBOARD WORKSHOPS	CollegeBoard workshop - attendee #7	P MAGEE	K ELLIS	\$ 570.00	ASB	COLLEGE CENTER
February 27, 2023	QUIZLET.COM	Quizlet subscription	P MAGEE	K COX	\$ 35.99	GENERAL	SUBSCRIPTIONS
March 3, 2023	DELTA AIR	LRP Conference roundtrip air (SpEd) - T WILSON	JP HERRERA	T WILSON	\$ 632.80	GENERAL	CONFERENCE
March 3, 2023	DELTA AIR	LRP Conference roundtrip air (SpEd) - C SHOWERS	JP HERRERA	T WILSON	\$ 632.80	GENERAL	CONFERENCE
March 3, 2023	DELTA AIR	LRP Conference roundtrip air (SpEd) - G GUTIERREZ	JP HERRERA	T WILSON	\$ 632.80	GENERAL	CONFERENCE
March 3, 2023	DELTA AIR	LRP Conference roundtrip air (SpEd) - J BARKER	JP HERRERA	T WILSON	\$ 632.80	GENERAL	CONFERENCE
March 3, 2023	CALIFORNIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	CASBO training for Finance Director - (1) Budget Basics & Beyond & (2) Legal Aspects for ASB accounting	JP HERRERA	P MAGEE	\$ 890.00	GENERAL	CONFERENCE
March 3, 2023	CHICAGO COSTUME COMPANY	VAPA Show - costumes	JP HERRERA	C SMITH	\$ 3,470.25	ASB	TRUST
March 8, 2023	MAIL CHIMP	PCHS schoolwide mail campaign/newsletter subscription	JP HERRERA	K COX	\$ 220.00	GENERAL	SUBSCRIPTIONS
March 13, 2023	CALIFORNIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	CASBO Training for Finance Director - Advanced Budgeting	JP HERRERA	P MAGEE	\$ 445.00	GENERAL	CONFERENCE
March 15, 2023	HYATT REGENCY SACRAMENTO	CCSA hotel - P Magee	P MAGEE	K COX	\$ 555.42	GENERAL	CONFERENCE
March 15, 2023	HYATT REGENCY SACRAMENTO	CCSA hotel - JP Herrera	JP HERRERA	P MAGEE	\$ 277.71	GENERAL	CONFERENCE
March 26, 2023	AMAZON.COM	Grading For Equity book - 20 copies	P MAGEE	K COX	\$ 483.75	GENERAL	PD

GRAND TOTAL \$ 20,360.92

NOTE:
 PCHS received a grant from our SpEd SELPA in the amount of \$3,000 per attendee - reimbursement for LRP conference

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 04_18_2023.pdf



PALISADES CHARTER HIGH SCHOOL

Executive Director/Principal Report Board of Trustees Meeting April 18, 2023

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

Schoolwide Goals – Academic Growth and Achievement/Professional Development/Communication/Student Socioemotional Well-being/Diversity & Equity

2023 PCHS EdTech Plan: A 21st Century Education for Every Student

PCHS and Datalink Networks continue to collaborate to finalize the updated 2023 PCHS EdTech Plan. The plan will be reviewed by the Budget and Finance Committee and is included in the 4/18/2023 Board of Trustees meeting materials for review before discussion and vote at the May 16th meeting. A key component of the plan is a call for a 1:1 device plan for all students.

The EdTech Plan addresses the urgent need for universal, streamlined and standardized technology solutions that provide the highest quality learning experiences for all PCHS students in a technology ecosystem that works for everyone. *This EdTech strategic plan is particularly necessary as PCHS shifts from traditional paper and pencil tests, and scantron use, to next generation digital assessments that enable more flexibility, responsiveness, and contextualization. Ensuring uniform access to hardware, software and reliable internet will enhance PCHS's use of ongoing, formative, and embedded assessments that are less disruptive and more useful for improving learning. These advances also ensure that all students have the best opportunity to demonstrate their knowledge and skills on statewide assessments that increasingly focus on real-world skills and complex demonstrations of understanding. The PCHS mission and vision statements underscore the need to complete the transition to high quality and uniform technology solutions that are better aligned with our educational purpose.* From the PCHS EdTech Plan introduction

PCHS Summative Assessment Schedule – The following schedule reflects mandated spring assessments.

- California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) – Now through May
- NWEA Math and English - April 14-24
- Advanced Placement – May 1-5 and May 8-12
- Internal Summative Assessments – May 23-June 7

Northwest Evaluation Association (NWEA) is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all students. NWEA partners with more than 2,200 school districts representing more than three million students. NWEA is



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one of the LAUSD Charter School Division approved assessment programs. As a result of NWEA tests, educators can make informed decisions to promote students' academic growth.

NWEA assessments are designed **to target a student's academic performance in mathematics, reading, language usage, and science**. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. The scale used to measure progress is called the RIT scale (Rasch unIT). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart academic growth from year to year.

Community Lesson: Call to Action – Schoolwide Letter Writing Campaign Wednesday, April 19

During Thursday's Community Period, all PCHS students will have the opportunity to be part of a letter writing campaign. Students will receive an exemplar letter and graphic organizer to reference. Letters will be collected at the end of the activity to be mailed to the various organizations. This activity aligns with the PCHS 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.

Why a letter writing campaign? A letter-writing campaign provides students with the opportunity to voice their concerns and take action on a shared cause. PCHS EAST students highlight three causes from which students can choose. However, students also have an open option to write their own letter. This means that students may conduct research on their own environmental issues and formulate a persuasive letter to any person (or people) of influence with the aim of affecting change. Students may write to a school board representative, city mayor, or corporate leader to name a few. Through this lesson, students will learn about the relationship between environmental issues and civic action.

PCHS/PTSA Safety Presentation Thursday, April 20 at 8:45am in Gilbert Hall

Members of the PCHS Safety Committee including the School Police Officer will present information about the school safety plan, schoolwide training/preparedness, and communication.

Policy review

PCHS continues to review school policies, practices, and systems through an equity lens to make revisions as needed. The **Math Placement Policy** included in the 4/18/2023 meeting materials has been reviewed by the Math Department and Math Task Force. Academic departments are currently having conversations about grading scales and consistent practices recommended in *Grading for Equity* by researcher and educator Joe Feldman for the purpose of determining which practices will be adopted schoolwide for the coming school year.



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Math Task Force

The PCHS Math Task Force comprised of parents, staff and teachers meets monthly to provide support for the department and ongoing equitable systems, policy and practice review. We are very fortunate to have members of the Paul Revere Middle School Math Department as part of the group. In addition to vetting the Math Placement Policy, student focus groups are being coordinated to better understand student perspectives about preparation and preparedness for upper-level math courses at PCHS. Ongoing articulation and summer training with the PRMS Math Department is being developed to ensure a consistent, equitable pathway for math success for all students.

Equity Team and Professional Development: Weekly Museum of Tolerance excursions

- Four of eight trips to the museum have been completed as of April 18.
- 80 staff attended so far to reach Pali's goal of 100% staff participation.
- The day-long excursions have been specially curated for PCHS to reflect the staff's requests and needs. The focus is cultural competency and anti-bias practices training for educators, caregivers, and administrators on an intercultural awareness journey.
- There will be a schoolwide debrief on May 30 with Sara Wicht, consultant with the Museum of Tolerance who is leading our weekly training sessions.
- PCHS will continue collaborating with the Museum of Tolerance in August during the Back-to-School Professional Development.

LAUSD Charter School Division Authorization/Compliance Visit April 27 and 28

Agenda: Day 1-April 27, 2023 (Via Zoom)

Item	Tentative Time
1. Fiscal (via Zoom) <i>NOTE: Fiscal review items, if needed, will be/have been communicated with you directly by Allan Villamor, Fiscal Oversight Administrator</i>	9:00-12:00 pm <i>Specific times for designated staff to be determined in collaboration with Allan Villamor, Fiscal Oversight Administrator</i>
2. Special Education (via Zoom)	2:00-2:30 pm
3. Digital Binder #3A – ESSA Grid (via Zoom)	2:45-3:15 pm

Agenda: Day 2-April 28, 2023 (In-Person)

Item	Tentative Time
4. Opening Meeting (Discussion with School Leadership) <i>(CSD support team member will begin Digital Binder review during this time)</i>	9:00-10:00 am
5. Pre-Classroom Observation Discussion	10:00-10:15 am



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<p><i>(In advance, the school leader will help identify school-wide instructional goals and strategies that are a focus this year that are grounded in the <u>Charter School's Petition</u>. These 2-3 focus areas will support the classroom visits.)</i></p>	
<p>6. Classroom Observation (5-7 classrooms)</p>	<p>10:15-11:30 am</p>
<p>7. Post-Classroom Observation Discussion</p>	<p>11:30-11:45 am</p>
<p>8. Working Lunch</p>	<p>11:45-12:15 pm</p>
<p>9. Digital Binder Review #1 – Governance #2 – Student Achievement #3 – Organizational Management #3A – ESSA Grid</p>	<p>12:15-2:15 pm</p>
<p>10. Visit Debrief</p>	<p>2:15-2:45 pm</p>

A description of the visit activities:

- **Opening Meeting:** Please review the attached guiding and special education questions to ensure that the school’s leadership team is prepared to participate in the opening meeting. Board members (as long as the number of members present does not reach quorum) are welcome to participate in this meeting, as well as the other activities of the visit.
- **Classroom Observations:** The CSD requests that the school leader(s) accompany the CSD Team members on the classroom observations. During the opening meeting, we will determine the classrooms to observe.
- **Special Education Program Review:** The CSD Team member conducting this review will request the school principal and/or SPED personnel engage in a discussion about the school’s systems and procedures for ensuring compliance with special education requirements, including a review of the Welligent 200 and 300 reports.
- **Document Review:** Throughout the day the CSD Team will review the school’s document digital binders. It is critical that the principal and/or other leadership staff remain available to answer questions or address concerns that may arise. Please ensure that the digital binders are prepared in accordance with the APBOV Preparation Guide.
- **Visit Debrief:** At the end of the visit day, the CSD Team will meet with the school’s leadership team in order to debrief the events of the day and identify follow-up items, as applicable.

Student Assemblies May 18 and 19

PCHS has been afforded an incredible opportunity for outreach that targets our 9th and 10th grade students. Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don’t Teach Teens*, will be conducting workshops for Pali students in



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May. This workshop will help sensitize and clarify the many complicated, delicate situations that students face and empower them to make good choices. He will also be conducting a **presentation for parents on the morning of May 18** to share information about both topics, too. More information about each session can be found on the following write-up from Mr. Cristall.

WHAT THEY DON'T TEACH TEENS WORKSHOP

Young people coming of age today face new risks, expectations, and laws that simply didn't exist when their teachers, parents, and guardians were young. Jonathan Cristall, a City of Los Angeles prosecutor and the author of the award-winning book, *What They Don't Teach Teens*, conducts workshops to sensitize and clarify the many complicated, delicate situations that young people face, both in and out of school, and provides ways parents and educators can empower them to make good choices.

WORKSHOP: *What They Don't Teach Teens* Book Overview and Critical Lessons, including:

- This workshop provides an overview of the book's three parts (1) Street Safety and Safer Police Interactions (2) Sexual Violence and Misconduct (3) Digital Pitfalls & Best Practices
- This is an excellent choice for parents and educators.
- It is highly recommended that participants are provided with a copy of the book in advance of the workshop (at the time of the workshop is fine).
- Prospective lesson plans are discussed (for educators).

WORKSHOP: *Digital Pitfalls & Best Practices*, including:

- How to protect and enhance one's digital footprint (focusing on what employers and college administrators want to see/not see in a candidate's footprint)
- Digital citizenship
- Cyberbullying
- Potential pitfalls of smartphone cameras (focus on laws/consequences of underage sexting, sextortion, and revenge porn)
- Protecting one's digital privacy from bad actors
- The importance of finding a trusted person when support is needed

WORKSHOP: *Healthy Intimate Relationships & Connections*, including:

- Sexual consent (what it is, what it is not, how to ask for it, circumstances in which consent cannot be obtained)
- Dating violence (what it is, how to identify, how to safely seek help for yourself or a loved one)
- Sextortion, aka, online sexual blackmail (what it is and how to best protect yourself)



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- Sexual harassment in a school environment (what it is, how to identify, how to combat, how to safely seek help)
- The importance of and how to find a trusted person to talk to if one might be a victim of sexual violence

Jonathan Cristall's Bio:

Jonathan Cristall, Esq., spent his own teen years taking unnecessary risks and getting into avoidable trouble. Now a veteran prosecutor for the City of Los Angeles, he went from disregarding laws to enforcing them. Cristall, a certified sexual violence prevention instructor, teaches physical, digital, emotional, and legal life safety skills. His award-winning book, *What They Don't Teach Teens*, is available on Amazon.com and other places where books are sold. More info at WTDTT.com.

Special Education Training

LRP National Institute on Legal Issues of Educating Individuals with Disabilities will be held in New Orleans, LA April 16-19, 2023. A team of PCHS Special Education and Counseling personnel are attending to bring back important information for PCHS and Charter Operated Programs Option 3 (COP3) that provided a \$3000 grant per participant.

This comprehensive program focuses on the most effective ways to serve students with disabilities while maintaining compliance with special education and disability laws. With 40 relevant and timely sessions spanning 6 dedicated tracks including administration, behavior, ethics, IDEA, Section 504, and Special Ed Connection Users Group.

Administration - Geared toward special education leaders who develop systems, programs, processes and policies that strengthen the working environment, support student achievement, optimize resources and enhance organizational outcomes. Sessions are on point for state and local special education directors, superintendents and assistant superintendents, Section 504 coordinators, principals and assistant principals, directors of private schools, and regional coordinators.

Behavior - Effectively addressing student behavior may be the most pressing issue in schools today. Special education directors, directors of school mental health and behavioral services, school psychologists, behavior specialists, clinical services coordinators, and trauma trainers will get the latest strategies to approach discipline dilemmas and student mental health under federal laws.

Ethics - To earn continuing legal education credits, or CLEs, attorneys can attend one or both sessions based on application of the ABA Model Rules of Professional Conduct in the special education context.



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IDEA - With sessions for every role in special education, this track includes comprehensive coverage of schools' obligations to provide all children with disabilities with a free appropriate public education. School attorneys share insights on the most significant cases and common procedural missteps, and experts outline best practices and resources.

Section 504 - Building a better understanding of how to avoid discrimination claims and provide all students an equal opportunity is the goal of each session in this track. Section 504 coordinators, administrators, social workers, counselors and service providers will receive unparalleled professional development while learning how to make defensible disability and 504 plan determinations. Sessions cover new laws and regulations.

Special Ed Connection Users Group - Supercharge your Special Ed Connection subscription with insider tips straight from the legal editors, experts and trainers who are behind this innovative online resource. Whether it's identifying best practices, keeping up with the latest court decisions, or modeling a sample form or policy, you'll see how this professional development tool can advance staff knowledge and skills.

Career Technical Education (CTE) – from CTE Coordinator Tyler Farrell

During the month of March, all CTE teachers collaborated with the Director of Academic Achievement and the CTE Coordinator to review and assess our current curriculum and standards. All current CTE pathways have updated Scope and Sequence documents mapping our course content to the CA CTE standards, as well as the CA English, Math, and Science standards.

This year we focused on program reflection, identifying the needs of the CTE program, and curriculum mapping to state CTE standards. The big area of focus for the 2023-24 school year is going to be centered around our industry partners and our advisory committee.

As we work together to enhance and grow our programs, we need the help and support of folks in the industry. CTE teachers will curate and maintain contact with industry partners and involve them in the various aspects of the program (curriculum development, guest speaking, evaluating student work, mentorships, etc.).

CTE Goals for 2023-24 SY:

1. Every CTE teacher has 3-5 industry partners involved in their pathways.
 - a. Details of the agreed partnership clearly written out & documented.
 - b. At least 1 of each teacher's industry partners should serve on the CTE Advisory Committee
2. Regular communication between teachers & partners (formal or informal)
3. Two meetings of the CTE Advisory Committee (fall & spring)



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April Pali Positives: Erin O'Connor and Jacoby Herring



We are just as happy to recognize **Erin O'Connor** as this month's Pali Positive faculty member, as her students are thrilled to have Erin as their teacher. Erin is an extremely popular part of our amazing Physical Education Department and offers her students engaging and impactful choices of curriculum. Above and beyond this, Erin has taken a lead in summative testing by managing the Fitness Gram which had to be administered to all of our Pali 9th graders. Erin has handled all of these challenges with the kind of grace and positivity that has certainly not gone unnoticed by so many of us. It is such a pleasure to let Erin know how much we appreciate her.

Jacoby Herring is a multi-talented aid in the Special Education Department. He is in high demand and supports in many disciplines including VAPA and math – Jacoby is simply indispensable. Jacoby is a professional level athlete who also works with our student athletes in the football program. Students and staff alike value their time with Jacoby.

Western Association of Schools and Colleges (WASC) Accreditation Update

- The PCHS WASC visit is scheduled for **Sunday, March 17 through Wednesday, March 20, 2024.**
- The WASC report will be due six weeks prior to the visit on **February 05, 2024.**
- Long Term Strategic Planning (LTSP) Committees meet on April 26, 2024. LTSP will organize into WASC Category Groups:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Finance/Budget - Resources

B. Curriculum:

Department Chairs/Curriculum (Need a Meeting)

C. Learning and Teaching and D. Assessment and Accountability:



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Academic Innovation and Learning and Technology

E. School Culture & Support for Student Personal, Social-Emotional, & Academic Growth

Community

- WASC writers will complete final drafts of Chapters 1-3 by May 17, 2023.
- PLCs will comment on the chapters for their PLC notebooks, and LTSP will comment on the chapters on May 31.
- **LTSP on May 31, 2023 Chapters 1-3**
- **Mid-July due date for Chapters 4 and 5.**

Coversheet

PCHS/UTLA VAPA MOU

Section: V. Collective Bargaining - PCHS/UTLA VAPA MOU
Item: A. PCHS/UTLA VAPA MOU
Purpose: Vote
Submitted by:
Related Material: VAPA Stipend MOU Final.pdf

MOU Between
 Palisades Charter High School
 and
 UTLA/PCHS
 January 26, 2023

PCHS and UTLA-PCHS agree to amend Article 1c of the June 7, 2022, agreement regarding academic/athletic stipends to adjust VAPA stipends according to the following schedule:

Stipend Rates per Semester for VAPA Teachers

<u>Rate 1</u> \$1,500	<u>Rate 2</u> \$2,025	<u>Rate 3</u> \$2,700	<u>Rate 4</u> \$3,375	<u>Rate 5</u> \$4,050
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Stipend rates for each semester will be determined by school administration based on the following criteria.

Semester Rate Criteria:

Rate 1

- Minimum of one rehearsal per week outside of the school day (periods 0-7)
 - Based on a 12-week period (minimum 12 total hours)
- A minimum of three events per semester*
 - One from each category A, B
 - One can be selected from Category A-D
- Must include one performance or culminating activity

Rate 2

- Minimum of one or more rehearsals per week outside of the school day (periods 0-7)
 - Based on a 12-week period (minimum 24 total hours)
- A minimum of four events per semester*
 - One from each category A, B
 - One can be selected from Category A-D
- Must include one performance or culminating activity

Rate 3

- Minimum of two or more rehearsals per week outside of the school day (periods 0-7)
 - Two 2-hour rehearsals/week
 - Based on a 12-week period (minimum 48 total hours)
- A minimum of 7 events per semester*
 - One from each category A, B
 - One can be selected from Category A-D
- Must include one performance or culminating activity

Rate 4

- Minimum of 25 rehearsals outside of the school day (periods 0-7) OR total rehearsal/preparation hours totaling above 75 hours
 - Two 3-hour rehearsals/Week

4/11/2023

- Based on a 12-week period (minimum 72 total hours)
- A minimum of ten events per semester
 - One from each category A, B
 - One must be selected from Category C
 - The rest selected from Category A-D
- Must include one performance or culminating activity

Rate 5

- Minimum of 36 rehearsals outside of the school day (periods 0-7) OR total rehearsal/preparation hours totaling above 100 hours
 - Three 3-hour rehearsals/week
 - Based on a 12-week period (minimum 108 total hours)
- A minimum of 12 events per semester*
 - Two minimum from each category A, B
 - One must be selected from Category C
 - The rest selected from Category A-D
- Must include one performance or culminating activity

Activities

A - Local School

After school rehearsals that meet for at least 1 hour.

After school auditions

School Service Performances (Back to School Night, Open House, Pep Rallies, Graduation, BSU, LSU)

PTSA/Booster Club Programs

Athletic Performances

Co-curricular Showcases (includes VAPA Spring Showcase)

Concerts & Performances

B - District (representing PCHS as a school in District Competitions/Charter Complex Competitions/Festivals)

Performance Festivals & Competitions

Off-campus athletic performance and/or entertainment

Elementary & Middle School Performance Assemblies

C - Community

Programs for Service and Professional Clubs

Parade Performances

Civic Functions (Tree/Menorah Lighting, Town Celebrations, Holiday Performances, etc.)

Camps & Clinics

Host a festival or competition at PCHS

D - Program Management

Budget planning & fundraising

Administrative Duties - Staff/Coach Coordination, Payroll, Bookkeeping,

Trip Organization & Planning

Uniforms & Costumes - Inventory, cleaning, maintenance, & fittings

Literature Library (Music, Scripts, etc.) - Inventory, filing, selection, distribution

Item & Property (Props, Instruments, etc.) - Inventory, care, maintenance,

Recreational Activities - Banquets, Picnics, Awards nights, etc.

Parent Communication Nights

Showcase Night Compensation

Visual Teachers getting subs for set-up and PD rate for the night

4/11/2023

*All events must be agreed upon with administration prior to each semester and administration will set the stipend level. Stipend level is not negotiable after it has been set by administration. For events that involve more than one group of VAPA students, the director will receive one (1) credit for the event and contributing VAPA teachers will receive 1/3 credit for each event that they participate in with their students.

Note: Yearly Accounting of Calendar Outputs is needed to set and validate rates for VAPA stipends each year.

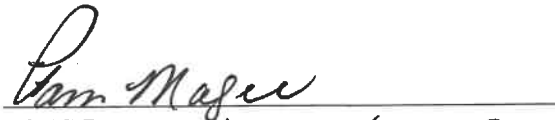
Authorized Signatures:

Date:



UTLA-PCHS Representative

04/12/23



PCHS Representative

4/12/23

Coversheet

Attendance Policy Presentation

Section: VI. Academic Excellence
Item: A. Attendance Policy Presentation
Purpose: FYI
Submitted by:
Related Material: 4.18 _ Attendance Policy Update.pdf

Palisades Charter High School

2022-2023 Attendance Policy + Updates

The 2022-2023 school year began with an updated reinstated PCHS Attendance Policy. With input from colleagues and community partners, a more equitable policy was approved from the Board of Trustees.

2022-2023 ATTENDANCE HIGHLIGHTS

- The parent/guardian and student must “verify” absences by signed note. PCHS moved away from the term “clearing” absences. The term “clearing” absences gives an impression to families that they are erased from their students’ records.
- Parents/Students have 5 days to turn in a note to verify an absence.
- If no note is provided after 5 days, an unexcused code (IC Code 3) is recorded automatically in Infinite Campus.
- Teachers are to emphasize the importance of maintaining good attendance in order to achieve academic success.
- For three unexcused tardies in any one period, students will be issued a detention through the SWIPE CART system administered by the Attendance

2022-2023 ATTENDANCE HIGHLIGHTS

- Students with 5 or more unexcused absences from any one course during the grading period (see 2022-2023 grading period dates below) *may be subject to ineligibility in participating in extracurricular activities including team sports/events, VAPA, and extracurricular field trips.*

- **Excessive absences may result in a student not passing the course due to lack of participation, assignment submissions, low test scores, etc. It is imperative that students make arrangements with teachers prior to any planned absences from class.**

- Chronic truancy (4 or more unexcused absences in any course per semester) will result in a referral to the School Attendance Review Board (SARB).

2022-2023 ATTENDANCE HIGHLIGHTS

- Early check-out will not be granted after state testing, advanced placement (AP) testing, or semester finals. In an emergency situation, a parent/guardian or the emergency contact listed on Infinite Campus may pick their student up in person.
- Hall Pass Policy: Students may not be out of class without teacher permission and a hall pass. All students should take care of personal needs during nutrition, lunch, and passing periods. Passes will not be issued during the first or last 20 minutes of class/period. Students out of class without a hall pass may be referred to the Dean's Office, assigned detention, or to Saturday School.
- **Seniors** with more than 7 verified, but unexcused absences (IC Code #2, IC Code #3, etc.) in one class during the semester **may risk the opportunity of participating in the graduation ceremony.**

ATTENDANCE REASON REPORT COMPARISON

ATTENDANCE REASON REPORT

**2021-2022
PCHS**

**Start Date:
08/16/2021**

**End Date:
12/16/2021**

ATT Code	Description	Count	Excused	Unexcused
0	No Note	430	0	0
01	Excused	781	781	0
02	Personal Absence w/ Note	6323	0	6323
1M	Excused Absence Verified by Medical Pro.	3461	3461	0
1P	Excused Absence Verified by Parent	24866	24866	0
7	Tardy Excused	7903	0	0
8	Tardy Unexcused	5338	0	0
CO	Counseling	327	0	0

ATTENDANCE REASON REPORT

**2022-2023
PCHS**

**Start Date:
08/15/2022**

**End Date:
12/16/2022**

ATT Code	Description	Count	Excused	Unexcused
0	No Note	417 ↓	0	0 ↑
01	Excused	266 ↓	266	0
02	Personal Absence w/ Note	3628 ↓	0	3628
1M	Excused Absence Verified by Medical Pro.	4443 ↑	4443	0
1P	Excused Absence Verified by Parent	28035 ↑	28035	0
7	Tardy Excused	2751 ↓	0	0
8	Tardy Unexcused	4320 ↓	0	0
CO	Counseling	499 ↑	0	0

- Total of 42 different codes
- Total Attendance Marks: 67,777
- Average ADA - 92.10%

- Total of 46 different codes
- Total Attendance Marks: 62,289
- Average ADA - 94%

*Added T SB, T PT, etc.

TIERED SYSTEM OF SUPPORTS FOR IMPROVING ATTENDANCE

TIER ONE- UNIVERSAL

- ENGAGING SCHOOL CULTURE
- ATTENDANCE DATA MONITORS
- HIGH EXPECTATIONS
- RECOGNIZE & REWARD GOOD/IMPROVED ATTENDANCE
 - EARNED PRIVILEGES
- AUTOMATED CALLS HOME
- CONSISTENT TEACHER & PCHS COMMUNICATION TO STUDENTS & FAMILIES

TIER TWO- EARLY INTERVENTION

(CHRONIC ABSENTEEISM)

- PERSONALIZED OUTREACH & SUPPORT (SST)
- INDIVIDUAL PARENT OUTREACH, SUPPORT, & CONFERENCE
- SATURDAY SCHOOL
- SOCIOEMOTIONAL & ACADEMIC SUPPORT & RESOURCES
- ATTENDANCE CONTRACTS/ LOSS OF PRIVILEGES

TIER THREE- INTENSIVE INTERVENTION

(SEVERE CHRONIC ABSENTEEISM)

- COORDINATED SCHOOL RESPONSE (SARB)
- LEGAL INTERVENTION (LAST RESORT)


TIER TWO INTERVENTIONS

TIER TWO- EARLY INTERVENTION

(CHRONIC ABSENTEEISM)

- PERSONALIZED OUTREACH & SUPPORT (SST)
- INDIVIDUAL PARENT OUTREACH, SUPPORT, & CONFERENCE
- SATURDAY SCHOOL
- SOCIOEMOTIONAL & ACADEMIC SUPPORT & RESOURCES
- ATTENDANCE CONTRACTS/ LOSS OF PRIVILEGES

- SST Meetings – Counseling Department
- Parent Conferencing with Director of Admissions
- Mental Health Team
- COST Meeting

 **PALISADES**
CHARTER HIGH SCHOOL

Attendance Contract

I, _____ will abide by the following expectations regarding school attendance at Palisades Charter High School.

As a student, I will:

- I will attend all classes daily
- I will be on time to school and class unless I have a teacher/parent excuse
- I will not have any unexcused absences for (time period) _____
- If I need to be absent for any reason, an appropriate excuse will be submitted to the Office of Attendance & Admissions
- I will be prepared for class and have the appropriate materials

As a parent, I will:

- Actively monitor my child's attendance, discipline, and grades by being in touch with the school every (time period) _____
- I will call the school and provide an excuse for absence when necessary
- I will make sure that my student has transportation to school daily so they will be on time to class (method of transportation: _____)

If I complete this contract successfully, my reward is: _____

Failure to meet the conditions of this contract will result in: _____

Attendance Contract Review Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Director of Attendance Signature: _____ Date: _____

Amy Oyeyinda, Ed.D.
Assistant Principal | Director of Admissions and Attendance
Palisades Charter High School

Palisades Charter High School | 19777 Roundside St | Pacific Palisades, CA 90272

22-23 SY Chronic Absenteeism

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Palisades Charter High School

	A	B	C	D
1	Palisades Charter High School			
2	Calendar	Student Count	Federal Days Absent	Federal Percent Absent
3	22-23 PCHS	2890	27619	7.85
4	22-23 TEME	72	1156	17.06
5	Total	2928	28771	8.02
6	504	SPED	VA	TEME
7				
8	Detail: Palisades Charter High School			
9	Student Name	Federal Days Absent	Federal Percent Absent	Chronically Absent?
10				
11		94	76.42	Y
12		93	75.61	Y
13		90	73.17	Y
14		88	71.54	Y
15		83	67.48	Y
16		82	66.77	Y

	A	B	C	D	E	F	G	H	I	J	K
1				Observations/Data	Tier 1 actions	Goal	Tier 2 actions	Goal	date	outcome of actions	Next steps
2				no work samples; no effort in class; failing four classes	Extra help during office hours 10/7 and 10/14	Discussed time management strategies to ensure work is turned in on time	Counselor follow up 10/30	SST requested	SST held 11/13	SST held; student using office hours and working with school tutor at least twice a week; parent checking schoology calendar weekly	Refer to COST team (Coordination of Services Team) for mental health support
3				failing to attend class; no work samples	Contact via schoology and offer help during office hours 9/3	Student did not respond, so counselor and attendance office were notified	Student is unenrolled by attendance office (going to a different school)		11/1/20		
4				Failing English; struggling in elective	Pod teachers email his parents expressing concern; counselor is cc'd 10/14	Increase communication with the family so student gets sup	Teachers request an SST 11/13	Enroll student in study skills	11/9/19	Student joins Study skills class with Allison Steinman	Communicate with study skills teacher about needs of the student

TIER THREE- INTENSIVE INTERVENTION

(SEVERE CHRONIC ABSENTEEISM)

- COORDINATED SCHOOL RESPONSE (SARB)
- LEGAL INTERVENTION (LAST RESORT)

Chronic Attendance Issue

- Each step replicates and builds on previous actions and interventions; each step is documented.
- At the first absence, a robocall and email is sent home to notify the parent.
- Automated calls are made to parent to advise them that their student is truant from school.
- If the truancy continues, the Attendance Office sends the first notification letter home at three partial or full days.

If absenteeism continues...

1. The student’s counselor makes an attempt to counsel the student.
2. Parent Issued a Notice
3. SARB Committee Hearing

What happens at the SARB hearing?

- A school staff member shares the attendance record.
- SARB members ask the student and parent to explain why the student is not going to school.
- SARB members ask the student and parent questions to help identify the problem.
- SARB members make recommendations to assist the family and student.
- The student and parent sign a SARB attendance contract.

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Palisades Charter High	3,005	380	12.6%
Los Angeles Unified	562,536	207,620	36.9%
Los Angeles	1,365,307	426,445	31.2%
Statewide	5,995,399	1,799,734	30.0%

NO SHOW POLICY

Definition of Three Types of No Shows:

1. ***Previously Enrolled:*** Students who completed the previous school year, but did not return the next school year.
2. ***Matriculated/Pre-Registered/Transferring:*** A student is not considered enrolled at PCHS until they begin attending within 5 days of the start of the semester or 5 days within their registration date if they register after the 1st day of the semester.
3. Students who have had **ten or more consecutive unverified absences** at any time during the school year. In these cases, the family/guardians have not been in contact with the school even after the school has sent communications out to the family.



Date:

From the Office of Attendance & Admissions

Dear Parent/Guardian(s) of: _____

You are receiving this letter because your student has not been attending classes here at Palisades Charter High School / Pali Academy. California compulsory education law requires all children between the ages of six and eighteen years of age to attend school.

PCHS staff members have not been able to reach you via email or phone calls via the contact information you provided us for yourself, family members, and/or emergency contacts. Our last attempt to contact you was made on:

In accordance with the attached PCHS No-Show Policy, if we do not hear from you within 7 days of the date of this letter, PCHS will disenroll your student(s) and report your student's non-attendance to LAUSD. Once disenrolled, if you choose to attend PCHS in the future, you will need to go through the application process once again.

Please contact PCHS immediately at (310) 230-6629 or email us at attendanceoffice@palihigh.org with the subject line "NO SHOW Student Update". The attendance office is also open daily from 9:00 AM - 2:00 PM. You may also use the contact information below with the 7 days to update your student's status.

Amy Onyendu, Ed.D.
Assistant Principal
Director of Admissions and Attendance
T 310.230.7270 | aonyendu@palihigh.org

Palisades Charter High School | 15777 Bowdoin St | Pacific Palisades, CA 90272

No Show Policy

Students are expected to attend on the first day of scheduled classes. A student will be considered a “No-Show” if the student has not attended PCHS on the first day of class and has subsequently accumulated 5 or more consecutive unverified absences, or has 5 or more consecutive unverified absences at any other time during the school year.

While the student or student family/guardian should contact PCHS to say that student is not going to be attending PCHS, PCHS will put forth reasonable best efforts to locate the student and the location of the school they are attending.

The “No Show” code that will be used in CalPads is N470.

A student that is a “No Show” is not considered a dropout.



**WHAT WE
ARE DOING
+
PLAN TO
DO**

- **monitoring unexcused absences of more than 30 minutes** and ensuring that parents/guardians are notified when their student becomes classified as “truants”
- **contacting parents/guardians via Robocall/Automated Emails through IC about student absences**
- **conferencing with students who have persistent tardiness or attendance problems**
- personalizing relationships between students and attendance office personnel; secretaries are making individual contact with chronic absentees daily
- **working to address the problem of chronic absenteeism, even when the absences have been excused.**
- **Summer Orientation Packet - Attendance Contracts**
- **Student Attendance Review Team**

HOW TEACHERS/ STAFF CAN SUPPORT

- Continue Taking Attendance on Time to Ensure ACCURACY!
 - Discrepancies hurt our average -- when one teacher marks a student present while another marks them absence.
- Encourage students to come to school each day!
- Help move students toward class after the warning bell
- Keep Students IN class -- **Teach Bell to Bell**
- **Wandering Students?? - 1 Pass, 1 Student -- Encourage students to return in a timely manner or privileges may be loss.**
- Tardy Students: Enter with a Pass -- Check Timestamp
- Report MIA students to the Attendance Office/Counselor

LOOKING AHEAD 2023-2024 SY

2023-2024 SY

Grade	Current Enrollment	Slots Offered	2023-2024 SY Total
Incoming 9th	0	780	780
Incoming 10th	691	98	789
Incoming 11th	740	33	773
Incoming 12th	720	38	758
Total Enrollment: 3100			

Lottery Applicants as of 03.01.23

Grade	Applicants
9th	1183
10th	150
11th	127
12th	54

Palisades Charter High School

2022-2023 Attendance Policy + Updates

Thank You!

Coversheet

Math Placement Policy

Section: VI. Academic Excellence
Item: B. Math Placement Policy
Purpose: Vote
Submitted by:
Related Material: PCHS Mathematics Course Placement Policy.pdf
Board Report Motion Math Placement Policy.pdf



PALISADES CHARTER HIGH SCHOOL

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PCHS MATHEMATICS COURSE PLACEMENT POLICY

Grade Nine Mathematics Course Placement Policy

The policy of the Palisades Charter High School ("PCHS" or the "Charter School") Board of Directors ("Board") is to place all incoming grade nine students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers. Additionally, this school policy also meets the Legislative intent of the Mathematics Placement Act of 2015 because it:

- A. Systematically takes multiple objective academic measures of pupil performance into consideration;
- B. Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress;
- C. Requires an annual examination of pupil placement data to ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background;
- D. Requires a report on the results of the annual examination by the school to its governing board or body; and
- E. Offers clear and timely recourse for all pupils and their parents/legal guardian who questions their student's placement.



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Grade Nine (9) Mathematics Course Placement Process

PCHS Math Placement Validation Matrix: This matrix serves as a general guideline for 9th grade course placements.

Current Math 8 Course	Current Math 8 Course Fall Grade	Current Math 8 Course Spring	CAASPP Math Band	Internal Middle School Assessment Score	Grade 9 Course
Math 8 or Pre Algebra	D or Fail	D or Fail	Any score	Any score	Algebra I Support
Math 8 or Pre Algebra	D or higher	C or higher	Any score	Any score	Algebra I
Math 8 or Pre-Algebra	C or higher	D or Fail	Nearly Met or Does not Meet	Below Standard	Algebra I Support
Math 8 or Pre-Algebra	C or higher	D or Fail	Met or higher	Met or Above	Algebra I
Algebra I	D or Fail	D or Fail	Any score	Any score	Algebra I Support
Algebra 1	C or higher	D or Fail	Does not Meet or Nearly Met	Below Standard	Algebra I
Algebra I	D or Fail	C or higher	Nearly Met to Exceeds	Standard met or Above	Geometry
Algebra I	D or Fail	C or higher	Does not Meet	Below Standard	Geometry or Geometry Support
Algebra I	C or higher	C or higher	Nearly Met or Met	Standard met or Above	Geometry



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Algebra I	A	A	Met or higher	Met or higher	Honors Geometry
Algebra 1	B or higher	B or higher	Exceeds Standards	Above Standard	Honors Geometry
Geometry	D or Fail	D or Fail	Nearly Met or Does not Meet	Below Standard	Geometry
Geometry	C or higher	D or Fail	Any Score*	Any Score*	Geometry
Geometry	D or Fail	C or higher	Does not Meet	Below Standard	Algebra 2 Support
Geometry	D or Fail	C or higher	Nearly Met to Exceeds	Standard met or Above	Algebra 2
Geometry	C or higher	C or higher	Nearly Met or higher	Standard met or Above	Algebra 2
Geometry	A	A	Met or higher	Met or Above	Honors Algebra 2
Algebra 2	Any Grade	D or Fail	Any Score*	Any Score*	Algebra 2
Algebra 2	D or higher	C or higher	Any Score*	Any Score*	AMC/AMS
Algebra 2	C or higher	C or higher	Met or Exceeds	Standard met or Above	AMC/AMS
Algebra 2	A	A	Exceeds Standard	Above Standard	Math Analysis

* CSU/UC Freshman Admission Requirements requires a full year (2 semesters) of Geometry and Algebra 2



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A. Initial Placement

In determining the mathematics course placement for entering grade nine students, the Charter School systematically takes multiple objective academic measures of student performance into consideration.

PCHS makes an initial Mathematics course placement during enrollment based on the following multiple objective academic measures:

Current Mathematics course from Grade Eight (8) and syllabus (if necessary);

Grade Eight (8) Mathematics semester grades from the official middle school transcript;

Existing California Assessment of Student Performance and Progress ("CAASPP") test scores (if available);

Middle School Research-based Internal Standardized Assessment (if available)

Note: PCHS bases placement, in part, upon Mathematics courses taken at the students' prior middle school. Any courses taken AFTER students graduate their middle school will NOT factor into students' placement. Additionally, any Mathematics course that is not on the student's official transcript from the prior middle school will NOT factor into the student's placement.

Final Placement

During the first weeks of school, all incoming students will complete a series of checkpoint exams in Algebra I, Geometry, Algebra II, and Math Analysis. These checkpoint tests are aligned to state-adopted content standards in mathematics to measure mathematics achievement level. Results from these exams are distributed to students, parents and/or guardians, PCHS counselors, and the mathematics department.

The mathematics department reviews internal test results in their PLCs to determine whether students need additional instruction for success. Any changes to a student's mathematics program after school begins will be recommendations to move students to advance within a designated course.

Placement Criteria

PCHS Mathematics Pathways require passing grades in prerequisite math courses to move forward on the pathways. Students must move sequentially through the pathway to complete the pathway. For more specific information about support and honors courses, see the PCHS Course Catalog at go.palihigh.org/palicourses



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Algebra I:

All students not enrolled in Algebra I or higher in grade eight (8) are placed into Algebra I. The curriculum is based on the California Algebra 1 content standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem-solving situations. Due to the different naming conventions for grade eight (8) Mathematics courses, PCHS collaborates with feeder schools and districts to review specific curricula and standards addressed in each course. See the *PCHS Math Placement Validation Matrix*.

Geometry:

The Geometry curriculum is based on the California Common Core State Standards for Geometry, which include proving and applying basic theorems, computing perimeters, circumferences, areas, and volumes of geometric shapes, performing basic constructions, and using trigonometric functions to solve problems. See the *PCHS Math Placement Validation Matrix*.

Algebra II:

The Algebra II curriculum is based on the California Common Core State Standards for Algebra II, which includes Modeling, Functions, Number and Quantity, Algebra, and Statistics and Probability. See the *PCHS Math Placement Validation Matrix*.

Advanced Math Concepts/Skills:

The Advanced Math Concepts/Skills curriculum is based on the California Common Core State Standards for Precalculus, which includes matrices, complex numbers, trigonometry, and the geometry of a plane. See the *PCHS Math Placement Validation Matrix*.

Math Analysis:

The Math Analysis curriculum is based on the California Common Core State Standards for Precalculus. Math Analysis is a pre-calculus course that emphasizes a better understanding of functions and their applications and strengthens students' mathematical reasoning and problem-solving skills. Some of the topics covered include trigonometry, parametric equations, vectors, polar coordinates, complex numbers, polynomial functions, rational functions, exponential functions, logarithmic functions, sequences, series, and limits. See the *PCHS Math Placement Validation Matrix*.



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Honors Math Analysis:

The Honors Math Analysis curriculum is based on the California Common Core State Standards for Precalculus. Honors Math Analysis is a more rigorous pre-calculus course that includes logic and matrices in addition to functions and their applications. Some of the topics covered include trigonometry, parametric equations, vectors, polar coordinates, complex numbers, matrices, polynomial functions, rational functions, exponential functions, logarithmic functions, sequences, series, and limits. See the *PCHS Math Placement Validation Matrix*.

B. Placement Checkpoint

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

C. and D. Annual Examination of Data

Each year, PCHS will examine aggregate student placement data to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The results of this annual review will be reported to the PCHS Board of Trustees.

E. Recourse

The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

A parent/legal guardian of any Ninth (9th) Grade student may submit a written request to the Charter School Executive Director, or his or her designee, that:

1. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
2. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request.



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The Executive Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student.

The Executive Director's or designee's response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.

Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director's or designee's response time exceed one (1) month.

If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.

Online Posting

The Charter School shall ensure that this mathematics placement policy is posted on its website.

Statutory Reference: This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Approved by the PCHS Governing Board on April 18, 2023.

EXECUTIVE DIRECTOR/PRINCIPAL

MOTION COVER SHEET

PCHS Math Placement Policy

April 18, 2023

TOPIC/ AGENDA ITEM:

- VI. Academic Achievement
 - B. PCHS Math Placement Policy

PERSONNEL INVOLVED:

Math Department, Math Task Force, Director/Assistant Principal of Academic Achievement, Executive Director/Principal

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

A mathematics placement policy posted on the school/district website is required by the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:

The Executive Director/Principal recommends the approval of the revised PCHS Math Placement Policy pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

RECOMMENDED MOTION:

“To approve the revised PCHS Math Placement Policy pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7 as presented on April 18, 2023.”



Pamela Magee
Executive Director/Principal

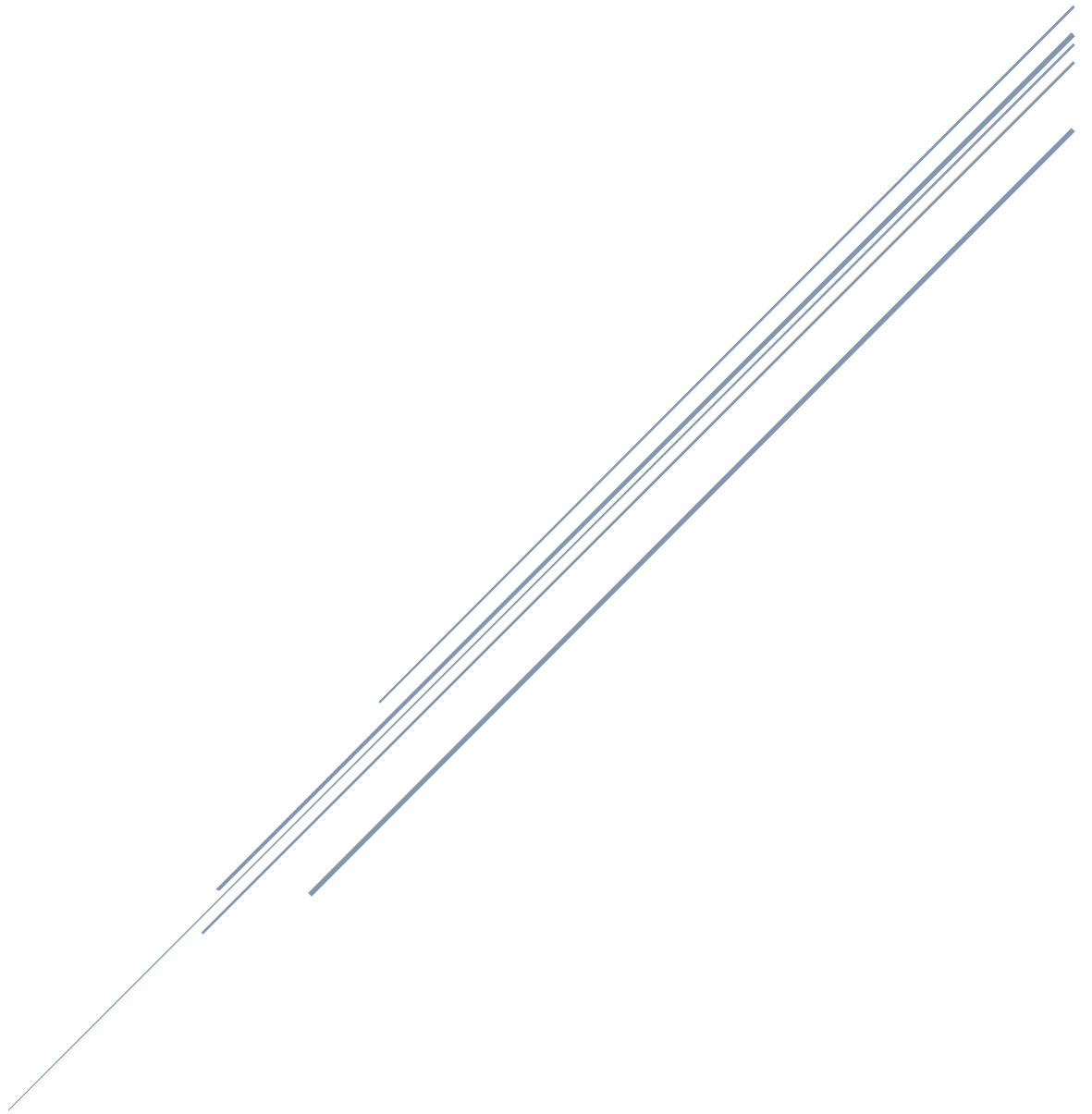
Coversheet

EdTech Plan Update

Section: VI. Academic Excellence
Item: D. EdTech Plan Update
Purpose: FYI
Submitted by:
Related Material: PCHS EdTech Plan_April 2023.pdf

PALISADES CHARTER HIGH SCHOOL

EdTech Plan - 2023



A 21st Century Education for Every Student

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Introduction

Technology can be a powerful tool for transforming and enhancing learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. With a steadfast vision and adequate support, PCHS will continue to embody exploration and invention through our forward-thinking instructional programs. PCHS educators are collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. This Educational Technology Plan (EdTech Plan) addresses the urgent need for universal, streamlined and standardized technology solutions that provide the highest quality learning experiences for all PCHS students in a technology ecosystem that works for everyone.

The Reality: COVID Changed Everything...Almost

Since the development and presentation of the Access First 3-Year Strategic EdTech Plan in 2019, a lot has changed. That plan laid the groundwork for a comprehensive technology infrastructure and user-devices, the compelling research and the reasoning behind the need for streamlined and standardized integrated technology solutions. Many of the initial recommendations have since been implemented – an initial bank of student computers was purchased to support half of the student body. Interactive displays (Promethean Boards) were purchased and are currently being utilized in over 40 classrooms and meeting rooms across campus, and several software platforms have been adopted to provide strong evaluation tools for student content mastery. With this initial investment of time and resources, we have made strides toward providing an excellent education with quality instructional technology solutions; however, COVID illuminated the need for solutions to be implemented school wide for all students and faculty. In the past three years, some of our initial adoptions have shown to be a mismatch for PCHS. Services such as AMP as an assessment tool now have an uncertain future since the parent company, Powerschool, may discontinue the platform. *Performance Matters*, another Powerschool product that facilitates data analytics and visualization has stalled within their company. As a result of these impediments to adopt streamlined EdTech resources, we are still looking for a more effective solution for monitoring and analyzing student assessment data. These speedbumps to implementation along with other unforeseen challenges in the wake of COVID, are forcing us to pivot to achieve our goals.

Recruiting and retaining enrollment and key personnel have added to our challenges and highlighted the need to provide a unified, cohesive technology strategy and tactics that works well for our school community. The world in which our students exist demands consistent and reliable access to relevant software, hardware and digital information. Technology is a centerpiece of our daily interactions and can be used to *increase learning and teacher effectiveness*. It is not enough to continue to provide solutions for some, not all. To ensure we continue to attract and retain high quality staff and maintain capacity enrollment, we have to listen to our constituents, keep pace with our institutional competitors, and provide a learning and working environment that is cohesive and relevant. Our existence as a school depends on it.

The Good News

We have a targeted destination and the vision and momentum to get us there. With our initial technology investment laying the groundwork for us to scale to school wide uniformity, we are ready to complete the investment to provide an exceptional and technologically relevant learning experience for our students. PCHS is poised to move forward because we have:

- One-time funding that will seed the full implementation of 1:1 devices and needed technology upgrades for students
- Structures in place to support technology upgrades such as PLCs, the Tech Coaches and Pali Virtual Academy
- Onboarding and device management policies and procedures that allow us to scale
- Motivation to improve EdTech engagement from all educational partners that recognize the imperative to simplify, streamline and standardize our systems in order to improve communication and provide a cohesive learning environment

From Then to Now

Unforeseen challenges over the past few years highlight the urgent need for PCHS to streamline and standardize technology solutions now:

- **2019** – The Technology Committee devised a comprehensive and research-based plan to implement a 21st century Educational Technology Program.
*The Budget & Finance Committee and Board did not get to vote on and approve it
- **2020** – The COVID Shutdown brought traditional educational programs to a temporary halt requiring an immediate pivot; Pali Virtual Academy served as a model for remote instruction and alternative learning.
- **2021** – Instruction resumes on-campus nationally, and PCHS regains momentum.
- **Spring/Summer 2022** – Fallout from COVID is evident with learning loss for many students, lower trending enrollment, and loss of key personnel; Database Manager and Educational Technology Coordinator open positions could not be filled.
- **Fall 2022** – Datalink Networks contracted to “fill the gap” and assist with:
 - SIS/LMS Database Management Tasks
 - Educational Technology Strategic Planning and Support
 - Increasing operational capacity and streamlining systems

Focus for 2023 & Beyond Resulting from Key Findings in Fall 2022

A Comprehensive Technology Needs Assessment in Fall 2022 revealed that a shift to more universal, uniform and streamlined systems would facilitate a more effective educational delivery program. Moving toward uniformity and narrowing our focus would also ensure sustainable use of our fiscal and personnel resources. The vast array of digital tools in our school’s portfolio has grown fragmented and less focused. It is not only difficult to assess the impact of these tools without uniform implementation, but it has been even more difficult to evaluate the cost benefit of each adoption. PCHS must consolidate resources and implement systems to optimize student learning. By removing tools that are duplicative,

low-utilization, costly or ineffective, there are fewer EdTech tools to manage, and the instructional focus remains on ensuring high-quality learning experiences for students.

Background

PCHS recognizes that technology provides powerful tools that can increase teacher efficiency and student learning. Committed to providing a strong EdTech ecosystem that supports both, PCHS has made positive strides in growing its technology systems and infrastructure, laying a foundation for a significant shift in technology use within all of its classrooms. With the post-COVID era creating significant challenges for attracting and retaining highly qualified faculty and engaged students, it is more important than ever that our technology works for all educational partners, removes barriers to learning, and provides adequate support for faculty and staff. We are at a pivotal moment, a precipice, where our decisions for how to forge ahead in a competitive reality will make or break PCHS as a leading option for secondary learning. If we fail to act now, we fail our current students and faculty as well as future PCHS students by not delivering on our promise to provide an exceptional education.

Common Core State Standards have brought new demands on our students and faculty. Charter schools, in particular, are facing extraordinary new challenges with regard to increased compliance and academic accountability standards. These factors coupled with changing expectations of colleges and the workplace have made this a critical moment for PCHS to respond thoughtfully with a long term strategic plan in mind. We are already behind our peers and competitors and PCHS must transform its curriculum and educational experience with a series of targeted investments that will create the next-generation learning environment.

PCHS recognizes that for any widespread technology integration plan to successfully impact student learning it must be accompanied with a robust investment in faculty and staff professional development. Feedback from teacher surveys and the Technology Needs Assessment from Fall 2022 indicate that the focus of training for faculty should be threefold:

1. Increase capacity with internal instructional systems – the SIS and LMS
2. Increase capacity with added software platforms to enhance student engagement and differentiated instructional strategies
3. Develop familiarity and capacity with new adoptions for assessments and streamlined communications (e.g. ParentSquare and FMX calendaring system)

In order to appropriately address these training needs, there are significant challenges with the PCHS weekly schedule which lacks universal planning time each week. The most effective model of professional development would include regular time in the bell schedule and school calendar that allows for collaboration. Training embedded within a weekly schedule will provide the designated time needed to provide extensive staff development and support for faculty throughout the year.

Furthermore, no training is effective without uniformity within its implementation and use. PCHS has begun the transition to streamline and simplify the myriad technology applications and devices to improve overall instruction and operations at the school. With the current investment of half of the required devices, upgraded Promethean Boards in many classrooms and group meeting rooms, PCHS

has initiated the transition toward a more effective model of advanced technology integration. However, all students and faculty deserve the opportunity to learn in a top-tier environment; all students must have the proper equipment for their *best learning* to occur, and all students should have the same proper equipment to provide the best learning opportunities for all students.

This is nothing new. In November 2014, The U.S. Department of Education’s Office of Educational Technology (OET) published *Future Ready Schools: Building Technology Infrastructure for Learning...to* help schools and districts consider device purchases as well as other infrastructure concerns when building technology systems to support learning. They conclude that ***schools should provide [all] students with appropriate learning devices.*** The flagship policy document for the United States, the National Educational Technology Plan, states that while acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education ***to ensure equity of access to transformational learning experiences enabled by technology.***

At every charter renewal, we are asked: “How does learning best occur?” and “What is a 21st century education?” Learning best occurs when we can confidently say that we are providing equal access to our instructional program for all students. High quality and uniform learning tools create consistency, smoother operations, minimize interruptions to learning and effectively support our faculty and students. Learning best occurs when students are highly engaged in a relevant and cutting-edge educational program. Learning best occurs when we recognize the realities for educating our students have changed, that wherever they go after PCHS will demand more advanced and more specific skill sets. It is incumbent upon us to respond with a strategy and program that addresses these realities. Learning best occurs when students feel safe, seen, and the school that says it supports them does not create division between the haves and the have-nots—neither for faculty nor for students.

This EdTech strategic Plan is particularly necessary as PCHS shifts from traditional paper and pencil tests, and scantron use, to next generation digital assessments that enable more flexibility, responsiveness, and contextualization. Ensuring uniform access to hardware, software and reliable internet will enhance PCHS’s use of ongoing, formative, and embedded assessments that are less disruptive and more useful for improving learning. These advances also ensure that all students have the best opportunity to demonstrate their knowledge and skills on statewide assessments that increasingly focus on real-world skills and complex demonstrations of understanding. The PCHS mission and vision statements underscore the need to complete the transition to high quality and uniform technology solutions that are better aligned with our educational purpose.

Purpose

PCHS Mission Statement

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

PCHS Vision Statement

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

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

PCHS Educational Technology Mission Statement

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

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

PCHS Educational Technology Vision Statement

We envision using technology to create an environment where:

- Students engage in challenging, inquiry-based curriculum through hands-on learning
- Students are knowledgeable and comfortable using technology
- Students take responsibility for their own educational success
- Students are empowered to realize their own unique talents

faculty use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information in a learning environment where technology is universal, secure, stable, and relevant. Through ongoing, comprehensive professional development, all faculty acquire the

knowledge and skills to integrate technology into a challenging and interdisciplinary curriculum which addresses students' specific needs, developmental levels and learning styles. Teachers join and foster their own Personalized Learning Networks that support lifelong learning.

Administrative functions, including those performed by faculty and staff, are to be as automated as reasonably possible, thereby allowing more of the school system's energy and resources to be focused on student education.

The school becomes an environment where all students and faculty/staff have ready access to a full range of current technology, software tools, and applications. The schools have knowledgeable personnel and external resources (such as parents, community members, business, higher education, and network resources) to further the curriculum goals.

Components of EdTech

Schoology Learning Management System (LMS)

Each faculty member is provided with access to our school's Learning Management System (LMS), Schoology. Schoology is an online LMS that allows teachers to organize curriculum, create lesson plans, and provide student assessment. The platform allows for peer collaboration and engagement through public or private discussion forums and groups. Classes are automatically created, and students are enrolled into the LMS from our Student Information System (SIS), Infinite Campus. Teacher buy-in and use of Schoology is high. Generally speaking, most teachers feel comfortable with the platform and utilize a number of its features such as the course calendar, announcements and posts to groups. Schoology provides another avenue for school-wide communications as posts can be sent via school email through personal notification settings.

Infinite Campus Student Information System (SIS)

Infinite Campus (IC) is a robust SIS that houses all student data and related information. With a variety of integrated tools, it has the potential to house all SIS needs for PCHS. Currently, this platform is used to manage attendance, grades, and test scores. IC runs a number of ad hoc and custom reports used by every department at PCHS. The system is challenging to master and requires specific settings to ensure seamless data transfer with our LMS. Since viewing current student information via custom reports is integral to the daily functioning of PCHS, we are partnering with Datalink Networks to manage this system and create reports as needed. Datalink Networks has created a training framework to demonstrate how to run frequently requested reports so that PCHS staff can manage this work internally to minimize the added cost of an outside vendor. For less frequent and custom needs, Datalink Networks utilizes a SQL coding expert to identify, run and catalog specific ad-hoc/custom reports. Use of a custom coding expert is costly, so should be used with discretion to ensure the best use of our financial resources.

Software/Subscriptions

PCHS has a robust assortment of available instructional resources and software applications. During the 2021-2022 school year, the former EdTech Coordinator began tracking subscriptions including costs, scope and number of licenses, and expiration dates. However, with their departure and ongoing

vacancy, it was challenging to monitor software purchases and usage. This year, our fiscal procedures introduced an approval process to ensure that any purchase or software renewal requests were first vetted, and the need was substantiated prior to contracting with the tool. An audit of software usage for current licenses showed that in many cases only a handful of faculty or staff had been using certain tools. The total cost of software licenses totals over \$500,000; therefore, we are continuing to update the subscription tracker with a renewed focus on reducing unnecessary, under-utilized or superfluous licenses. This will result in cost savings that can be redeployed for future technological needs, such as 1:1 devices.

PALI Virtual Academy

The Pali Virtual Academy currently provides approximately 200 students with a progressive alternative to the traditional classroom within PCHS. All courses offered are Common Core State Standard and A-G UC aligned. Students work independently to access the curriculum while adhering to the PCHS school calendar, bell schedule and the PCHS Virtual Academy policies and guidelines.

This program serves all learners who need to independently access the curriculum. These students may be, but are not limited to, those working, pursuing a professional athletic or performing arts career, accruing excessive on-site attendance concerns, those with scheduling problems or individual learning styles not met in the traditional classroom, students prone to under-perform in large, crowded school settings and those working to make up deficient credits. Students follow the California State Education Code Attendance Policy for Independent Study students.

Professional Development and Training

To increase faculty capacity with hardware and software applications, we will invest in focused initial training in large and small groups. The thrust of initial universal training will be to ensure facilities with common use cases and to establish uniformity with adopted procedures. Training will review existing or new processes for use with different platforms. Primary focus must be initially on existing tools and systems, for example, knowledge of gradebook settings in Infinite Campus, developing standardized language for comments on students' individual IEP notes, ensuring attendance procedures are followed for student absences or school sponsored activities, field trips or athletic events. Once universal adoption of processes is established, ongoing support will be provided through our EdTech Coaches and PLCs for specific practice and universal adoption of best practices and school wide procedures.

Educational Technology (EdTech) Coaches

PCHS has three faculty member Ed Tech Coaches whose mastery of PCHS's EdTech resources for instruction allows them to provide training and support to the rest of the faculty. They provide training faculty wide, in small groups, departments, PLCs and individually with faculty to provide hands-on support with available tools. They provide mentoring and guidance to the EdTech Leaders in each PLC.

PLC EdTech Leaders

Each PLC has a designated EdTech leader to serve as the main conduit between the PCHS EdTech Team and their respective PLCs. PLC EdTech Leaders are identified as having advanced technological skill proficiencies based on their own perceptions of self-efficacy and the recommendations of other

members within the PLC. The goal is for these individuals to attend EdTech related technology training, meetings with EdTech Coaches, product demonstrations, and/or individual training sessions, and then relay pertinent information to their team during designated group meetings. This leveraged approach supports the PLC model and reinforces the peer-to-peer method of support and faculty development that has proven to be an effective model for learning new skills, increasing mastery of available tools, and adoption of uniform procedures. Current PLC EdTech Leaders are identified in the Appendices.

Values Alignment with Current Needs

Service to Students is Priority One

PCHS's purpose is to provide an excellent educational program to all of our students. All of our decisions in support of high-level instruction must demonstrate that student needs are being met and are of the utmost importance. Some key questions to keep in mind as we invest in technology for current and future needs include:

- Does this program or tool align to what we know about best instructional strategies?
- Does the tool support our teaching framework or complicate and confuse our faculty and staff?
- Is there evidence that use of this tool leads to desired outcomes?
- Is there wide enough use and adoption to validate the need to maintain this resource?

Clear Communication

In a large organization such as PCHS, clear communication is essential to ensure clarity over decisions and events affecting the community. All of our actions related to technology, from decisions to adopt and onboard various resources to our standard operating procedures and policies should support and allow for strong and open communication throughout our organization. This posture allows us to maintain a spirit of collaboration and bottom-up implementation of technology at PCHS that supports the PCHS community overall. Furthermore, it is critical to have conversations about topics such as interoperability, data privacy, cybersecurity, and bandwidth alongside discussions of tool effectiveness. Working to bridge the gap between teaching and learning, our Technology, LTSP, PLC teams help ensure all student groups and teacher interests are represented.

Uniformity Ensures Longevity and Continuity of Learning

A uniform system of implementation, strong onboarding procedures, and clear expectations arising out of thoughtful management systems allow for minimized interruption to student learning in the classroom and beyond. With systems and resources that address critical learning needs, fewer resources are wasted, and our personnel can advance into the work of higher order thinking and teaching tasks that will benefit our students and community the most.

During the 2021-2022 school year, the EdTech Team initiated several projects to support the points above. These include, implementing *EdTech Impact*, an analytics tool deployed on school-owned devices to capture EdTech usage and help to inform budget and training needs, a *Subscription Tracker* to manage current licenses and streamline renewals, and the *PCHS EdTech Library* where available apps are

in one place along with related resources. With these initiatives just getting off the ground, PCHS faced sudden EdTech staffing changes at the close of the 21-22 school year. We had to reevaluate expenditures and priorities related to critical and longer-term technology needs. In response to our EdTech Comprehensive Needs Assessment conducted in Fall 2022, our focus shifted slightly to tighten and streamline our EdTech strategy by simplifying initiatives in order to focus on areas of greatest impact. Our findings were as follows:

- Too many non-strategic initiatives and activities dilute effective school functioning
- EdTech onboarding, training and off boarding need bolstering
- Inconsistent communication limits efficiency and transparency
- Redundancies waste precious resources and limit options for future technology investment

The critical focus of our response to the EdTech Needs Assessment centers on two primary goals:

1. Increase faculty and staff capacity with primary applications—Infinite Campus and Schoology
2. Streamline and unify technology resources to improve the educational program

These two focus areas require uniform tools and procedures for all technology usage, and significant training for all faculty and staff to maximize their effective use of those tools. Moving toward uniformity will improve the efficiency of PCHS's educational program as well as improve communication with clear and uniform best practices. Uniformity will also ensure an equitable teaching and learning environment for *all* faculty and students. In an era where students are living immersed in a never-ending cascade of technology and input, it is incumbent upon PCHS to teach, train and guide students to navigate our highly digital and technology driven world.

A Curricular Environment Free from Barriers to Learning

A Well-Equipped Faculty and Student Body

Teachers' and students' access to technology both at home and at school deeply impacts the learning environment. Specifically, a recent *Pew* report states that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction.

Students who can access technology at home can engage in anytime, anywhere learning. However, gaps in technology access often exist. While almost all teens have access to a digital device at home, the number of people with whom the device is shared is important. Devices shared between multiple members of a household means a device may not always be available for learning. According to *Pew*, although 93% of teens have a computer or have access to one at home, 71% share that access with other family members.

Faculty who can access technology at home can better plan transformative instruction. Faculty who have access to computers at home are more likely to use technology frequently and thus have better technology skills. These skills are a prerequisite to the use of digital creativity, digital collaboration, digital communication, and critical thinking in the classroom. According to the 2011 *US Census*, even

though 98% of all American homes can receive high speed Internet, not all of them do, or can afford it, and ~20% of Americans do not have access to a home computer.

Schools and districts should create, support and fund policies that increase access to technology at home for faculty and students. Anytime, anywhere access to technology fosters anytime, anywhere access to connected learning.

Faculty and students' access to technology at school is a prerequisite for 21st Century Learning. According to NCES, the ratio of students to computers in the classroom every day is 5.3 to 1. However, this is often not sufficient for transformative instruction to occur.

Teachers who have difficulty getting access to high quality computers for students when needed are much less likely to plan and implement classroom activities that include digital communication, digital collaboration, digital creativity, and critical thinking.

The takeaway is that schools and districts should ensure that all students at all schools have sufficient access to technology throughout the school day. Students are digital natives who often have better access to technology outside of school as compared to inside. This results in a digital divide between school and reality for many of today's youth. Increasing access can bridge this gap.

1:1 is a Must...Now

Maintaining a Competitive Edge

PCHS is widely regarded as one of the best high schools in the greater Los Angeles region. With a reputation for excellence, for years we have enjoyed full enrollment and an enthusiastic pool of prospective and current families. However, the landscape and our place in it is changing, and fast. Up until the Pandemic, the way students learned looked very different. Learning could afford to be slow when students were not connected 24/7.

PCHS is no longer keeping pace with surrounding schools and districts. Every school district in Southern California is making innovative and intentional investments in technology. Below is a list of comparable charter schools and districts in the surrounding area and when they converted to a 1:1 device program. The dates below show when universal conversion for 1:1 devices school wide or district wide was implemented.

Charter School/ District	Conversion Year for 1:1
Los Angeles Unified School District	2019
Santa Monica-Malibu Unified School District	2019 for 8 th grade and up
Granada Hills Charter High School	2021
Birmingham Community Charter High School	2015
El Camino Real Charter High School	2019
Conejo Unified School District	2014
Orange County Unified School District	2021
San Diego Unified School District	2016

PCHS is poised to do the same, and we really need to do so! This will not only ensure we stay competitive; it may simply mean that we remain solvent. In three of the past six years, our enrollment has dipped below 3000 students with an enrollment swing of up to 100 students; the fiscal impact of lower enrollment takes a significant toll on our annual operating budget and affects all aspects of our educational program. The chart below with data from CDE's *Dataquest* shows PCHS changes in enrollment that affect per pupil funding which directly impacts the annual operating budget.

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	3056	2964	3042	3087	2984	2959

Note – Every drop in enrollment of 25-Students (i.e. 2021-22 to 2022-23) equates to lower school funding of ~\$300,000

Increased Accountability Measures

As a charter school, PCHS is facing ever increasing pressure from state and regional authorizers to ensure compliance with requirements that demonstrate students' academic progress. The state and charter authorizers have increased the number of assessments required for charter renewal. The state requires 95% participation on each of these tests for a school to be considered high performing. All standardized tests are given on secure browsers. It has become almost impossible to ensure installation of these secure browsers on individual devices that we do not own or control. To keep pace with growing assessment demands alone PCHS needs to be 1:1. This will benefit all of our students by providing equal access to instructional content and curriculum and by providing fair and equitable testing conditions for all students. Furthermore, having uniform 1:1 devices reduces interruptions to testing conditions for both security protocols and can be swapped out in the event a device is broken or malfunctions or loses charge.

BYOD is Not Sufficient and NOT Doing Right by Our Students

Having a One-to-One (1:1) computing device school ensures that all the students have equal access to the type and functioning of an appropriate device – thus creating digital equality in the school. On the other hand, in a Bring-Your-Own-Device (BYOD) model, very often the more well-to-do students in the school will have access to better and faster devices, while others may have no device at all at home. This gives some students an undue instructional advantage further widening the learning gap across student subgroups.

The 2017 Federal Technology Plan Update underscores these concerns stating:

“Many institutions have BYOD or BYOT policies that permit students to use their own mobile devices at school. Although it is certainly reasonable to allow students to learn and communicate using their own devices, serious concerns arise if schools use BYOD as their primary method for ensuring students have devices, including the following:

Economic disparity. The ability to access digital learning resources is distributed disproportionately to students whose families can afford the devices. ***This can widen the very***

gaps that technology is capable of closing. This situation also may raise legal concerns because schools are expected to provide a free education for all students.

Instructional burden. It can be very difficult for teachers to manage learning experiences and activities when they have to support multiple platforms and device types, and some activities may be incompatible with some devices. In this situation, teachers may revert to activities of the lowest common denominator that work on older and less robust devices at the expense of a more effective learning experience.

Privacy and security. Student-owned devices may not have appropriate safeguards in place for storing their learning data. In addition, personal devices likely will not have the security features required to provide valid assessment.”

Doing Right by Our Faculty and Staff

The Information Technology (IT) Team is responsible for setting up access and permissions for computing devices. However, these tasks become extra challenging when there are varied devices across various platforms in the same classroom – such as windows, iOS, Android etc. For teachers working in the classroom, this can be a problem as they need to ensure that all the digital lessons they create are device agnostic. This means that they should work regardless of the device the student is using, fellow teachers are using and the platform they are on. This sounds simple, but it’s very often much more difficult, and can also be limiting. Additionally, in the classroom, the students often call upon the teachers to provide basic tech troubleshooting for devices the teacher is not familiar with, which wastes instruction time, which impacts learning for all students in that class. Now multiply that by 5-6 students in that very same class, each with different configured devices, and the impact to the overall class instruction is significant.

Teachers should not be put into a position of having to provide tech support to a myriad of devices to ensure that lessons and classwork can continue in the face of a tech problem with a personal device. However, standardizing the device, desktop and software used minimizes these issues, and makes the digital classroom a much more hassle-free and instructionally focused experience.

Very often students are using mobile devices such as cell phones and smartphones because they cannot afford to buy both a laptop style computing device. Mobile devices, and mobile applications, are not the same across all platforms and this also causes challenges in a BYOD classroom with many students not being able to access essential apps, programs and losing out on critical learning experiences. Whereas, in a 1:1 device school, all the students are on the same platform and are all using the same type of compatible device, thus ensuring that students have equal opportunity to access the information as and when required. And when a student forgets their device at home, or fails to adequately charge it, another one exactly like it can be readily available to them to minimize the learning loss for that student that day.

Teacher Training

The sheer variety of devices that show up in a BYOD program can present significant challenges for teachers unfamiliar with a certain operating system or piece of hardware. When planning for school wide professional development of EdTech it is hard to duplicate the experience the teachers will face in

a BYOD environment. When creating PD resources such as handouts, interactive tutorials, or screencasts you must always make triplicate instructions for iOS, OSX, Windows and Android devices.

Incompatibility

Another downside to BYOD Program variety of devices lies in whether they're all compatible with your school or district EdTech systems. If all students can't perform the same tasks or access the same programs via their devices, then the purpose of BYOD is severely undermined.

The PCHS IT Department struggled with this issue when setting up our Impero device monitoring software. The ability to monitor all BYOD student devices accessing our network did not meet our expectations due to unforeseen incompatibility issues that couldn't be resolved to our satisfaction. This incompatibility issue was only with BYOD devices. Managed Chromebooks and other PCHS provided/managed devices worked as planned.

Carts = Inequity + Extra Expense

More devices are required to provision 1:1 when using carts compared to a true 1:1 program where each individual is issued a device and they can take it home because carts are sitting unused during prep periods. Take home 1:1 is more cost-effective than providing portable computing devices in carts. If you give each student a device, you need to budget and plan for 3,000 devices that last on average 4 years. In order to ensure full and consistent integration of technology across all curricula with each teacher you would need to put a cart in essentially every teacher's classroom. With roughly 115 classrooms at an average of 35 devices per cart you would need to budget for approximately 1,000 extra devices - 4,025 devices instead of 3,000.

As mentioned above, having a 1:1 computing device school ensures that all the students are on the same page in terms of the type of device as well as the functioning capacity of the device – thus creating digital equality in the classroom. On the other hand, in a “classroom carts” scenario, students needing to access the coursework and materials outside of class are going home to various levels of access to devices. Some families only have one device to share among all of their siblings whereas others do not have access to a personal computing device for their students at all. This would then place the burden to purchase a device for home access on the parents which would impact lower income families more than affluent ones.

An EdTech Plan centered around classroom carts essentially entails purchasing and maintaining 1,000 more devices than a 1:1 device program and then expecting our parents who don't have access to computing devices at home to take on an additional expense.

Students also typically take better care of school 1:1 devices when they are issued them because the financial accountability for lost, stolen, malicious damage, or destroyed devices can be traced back to an individual student. Stolen or damaged devices from carts aren't linked to a student and therefore almost always becomes the responsibility of the school to repair or replace. Cart-based devices are much more likely to be stolen from carts where they are not checked out or assigned to an individual but instead to a teacher or classroom.

Carts make sense in an elementary setting where there is little expectation of doing student work on the device outside of the classroom. At the high school level where students need to access the work outside of the classroom, or even across multiple classrooms at school, any EdTech Plan involving a purely cart based model for student devices would be inequitable and expensive. Curriculum has become highly dependent on computing devices and web-connectivity and the school is committed to providing access to the very best curriculum for our students. Online textbooks are rapidly taking over the role that traditional textbooks have occupied. As the trend toward portable computing and online resources replacing traditional textbooks continues to grow, Williams Act compliance will mean that schools are obligated to provide a computing device to access the curriculum both at school and at home.

Classroom Monitoring and Test Security

Teachers can only remotely manage district/school issued devices in a classroom setting in order to lock down the computer screen to the task at hand and to guarantee test security when completing online assessments.

Other computing platforms do not afford teachers the ability to remotely control, monitor, and push out content. At the present time, teachers need the ability to be able to monitor and control what students have access to during class in order to keep them focused on the learning task at hand.

Security Breaches

With lots of different, unregulated devices on school networks, it's possible for kids to introduce malicious elements to a school's network and platforms and increases the risk of harm to administrative systems and student/family sensitive data. This can be minimized with robust networking systems that clearly show who's doing what and when, and that can grant or deny access to important programs at a cost to the district. These tighter controls can be implemented and managed much more easily in a more homogeneous and standardized computing environment provided in a 1:1 Program.

Leveraging Our Advantages Now

Now is a very opportune time for PCHS to leverage our position and the One-Time Funding resources available to us so that we adopt a 1:1 Program which can serve students well now as a 21st century school.

- Scalability is in place now with existing structures and procedures with our IT and inventory management systems
- One-time funding and existing tech for the first roll out already in place and ready to deploy for a school-wide roll out Fall 2023
- Moving quickly to adapt and adopt industry-standard and college-preparatory 1:1 practice will boost our school profile in the current environment of declining enrollment across LAUSD and the greater LA area
- Our Pali Virtual Academy provides a window into another benefit of forward-thinking tech integration into our educational program

Just because we CAN manage a piecemeal/BYOD program without 1:1, does not mean we should and here's why:

- **Standardization:** Unifying and streamlining resources benefits both student learning continuity and teacher effectiveness – reducing pressure and drain on students, teachers, staff and tech support personnel. Moving to standard devices will save PCHS time, energy, fiscal and personnel resources overall – one standardized system is much easier to manage, secure, and hedge against liability.
- **Security:** With a 1:1 Program, the IT Team can manage the computers remotely and control student access, updates and software usage. Updates can be pushed out remotely, uniformly, at the same time and content can be monitored and managed to ensure optimal learning and on-task operation in the classroom. Currently, teachers must manage student devices that may not be compatible with PCHS's technology infrastructure without any controls on what students do on their devices in the classroom (*read YouTube, games, social media, etc.). Furthermore, with newly required assessment software for internal testing measures upon which PCHS's charter and adherence to state mandates depends, uniform testing protocols are required; BYOD student devices pose a significant problem and risk for ensuring testing security and equitable access to the same testing environment for every student. Finally, BYOD creates significant vulnerability for data breaches and cyber-attacks. The immediate loss is worth noting in such a crisis event, but the fallout over frozen programs and access (Schoology, IC, Welligent) being shut down to remedy the post-breach infrastructure would cost the school greatly in lost instructional time, stress and frustration, and school community perception.
- **Stronger Device Management** and stronger internal operations: When new students come and current students leave, it creates a strain on staff to manually roll out the laptops or devices. With a 1:1 program – a rollout policy can be created, and technology allows the ability to onboard a user remotely.
- **Improved College and Career Readiness:** Students who will have an edge in the future will have reliable access to technology, uninterrupted learning and be able to transfer technology skills from high school into colleges and entry level jobs. All of us adults are likely to operate daily on a school issued laptop. This is the way we live now. It is reasonable to expect that our students will be behind the curve without access to quality school issued devices during these critical high school years. It is an equitable practice to provide quality and consistent computing devices to all students to maximize their learning opportunities for the 21st century.

Managing the Cost

There are a number of ways we believe the cost is one that PCHS is able to afford and maintain on an annual basis. We currently have enough devices to provide for about half of the student body. The remaining half could be purchased this spring 2023 from one-time relief funds that will serve as seed money to complete school-wide implementation. This provides a quick way for all students to gain all the above benefits in an equitable manner, and provides a two-year window for PCHS to save/accrue/plan for the next two-year cycle purchase in Winter 2024-25. Additional funding can be

found by prioritizing the central use of streamlining software subscriptions and prioritizing the direct student benefits of 1:1. Furthermore, several line items in the current budget could be postponed this coming year in order to ensure adequate funds and sufficient buffer for the initial school wide roll out. Below is a chart showing the full cost of implementation for the next five years. Details of the cost for devices, insurance, and service agreements can be found in the Appendices.

Year	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-29	Year 7 2029-30	Year 8 2030-31
*# units	1,500	0	750	750	750	750	750	750
Class	Initial # of units for incoming 9 th -10 th gr. class of '26-'27	Sufficient devices for incoming class of '28	Replenish devices for incoming class of '29	Replenish devices for incoming class of '30	Replenish devices for incoming class of '31	Replenish devices for incoming class of '32	Replenish devices for incoming class of '33	Replenish devices for incoming class of '34
**Cost	\$615,000	\$0	\$307,500	\$307,500	\$307,500	\$307,500	\$307,500	\$307,500

* Annual purchases to be planned/approved in early spring each year

**Cost not adjusted to reflect inflation, which may run between 2-5% annually over these 8-Years.

Reduce & Consolidate

Though the roles of Database Manager for the SIS and EdTech Coordinator were originally intended to be filled by newly hired individuals, the shift to contract with Datalink Networks to provide SIS-LMS and EdTech support resulted in cost reductions. Further consolidation of current tech adoptions and operations could result in more streamlined and efficient processes and increased cost savings as indicated in the chart below. Even if PCHS opted to preserve some of the licenses currently available, shifting from some underutilized school-wide licenses to individual usage licenses could result in significant savings.

New Software Adoptions Currently Underway

We recognize the need to provide a rigorous and engaging curriculum using a variety of technological solutions. Additionally, we are bound by forthcoming state mandates for internal assessments and data analysis as a basis for instructional decisions and investment. We know that operationally, the need for improved and transparent communication is critical. Therefore, we have prioritized leveraging existing tools and increasing proficiency over those, including MS365 applications such as Outlook for email and our internal school calendar and Sharepoint as a landing space for institutional content.

To improve communication, we are piloting a 3-month trial subscription to *ParentSquare*, which will allow for direct 2-way communication and messaging. This powerful tool allows us to improve the way we communicate to specific constituencies without diluting messages that go out to our entire community. It may also reduce the number of other subscriptions with its forms, attendance notifications, and payment features tied to the Student Information System, Infinite Campus.

Lastly, in response to the new requirements of AB1505 for charter renewals, we have begun the process to contract with *NWEA* for internal ELA and math data this spring. *NWEA* has been on the forefront of standardized assessment data monitoring and responsive instruction for over 40 years, and along with many other schools in the region, PCHS’s selection of their robust testing framework is a sound choice to

ensure the most actionable and impactful assessments. We plan to add the science module into our testing cycle once the first baseline data process is complete and we have reviewed the adoption.

Appendices

The Research: 21st Century Learning

Today's students must be prepared to thrive in a constantly evolving technological landscape. To prepare for that landscape PCHS had adopted the **International Society for Technology in Education (ISTE)** Standards for Students, Educators, Educational Leaders, Coaches and Computer Science Educators. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. This technology plan is rooted in the idea that every stakeholder should be held to a set of forward thinking technology standards in order to assure that all students at PCHS become empowered learners and authentic constructors of knowledge.

As educators, we must rethink how we teach and learn. The ISTE standards will act as a roadmap to help PCHS educators deepen their practice, promote collaboration with peers, challenge themselves to rethink traditional approaches and prepare our students to drive their own learning.

21st Century Learning requires organizations to meet the current requirements of our standardized tests while also striving to achieve the 4Cs: communication, collaboration, creativity, and critical thinking. The skills needed for success in college and career are becoming increasingly complex, and schools must rise to meet new demands.

New academic standards and accountability measures across the nation have broadened the classroom experiences required for proficiency. As expectations rise, students are struggling to keep up. This trend is evidenced by falling preliminary assessment scores across the nation. Traditional instruction may be to blame. In their recent investigation of 21st Century Learning, *National Academies Press* found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national *Walden University* study reports that teachers who use technology frequently place the highest emphasis on problem solving.

In addition to meeting traditional academic standards, students must also be prepared to tackle the demands of a modern world and modern workforce. A research report from *Adobe Education* notes that, "In today's world, a proficient employee needs to be computer literate, visually literate, information literate, media literate, and digitally literate." According to a report from the *Partnership for 21st Century Skills*: "Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity - the ability to think unconventionally, question the herd, imagine new scenarios, and produce astonishing work." Technology assists with this type of capability. *Pew* reports that 76% of Advanced Placement and National Writing Project teachers believe that digital tools such as the Internet, social media, and cell phones "encourage student creativity and personal expression." In addition,

the National Writing Project reports that the creation and consumption of multimedia increases the likelihood of deeper learning and longer skill retention.

Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. Students must have regular opportunities to engage in the 4Cs. In addition, they must have access to instant feedback enabled by digital assessment and customized assistive technology.

Curriculum

The PCHS EdTech Plan is aligned to the [National EdTech Plan \(NETP\)](#)⁸, [International Society for Technology in Education \(ISTE\) Standards](#)⁹ (see Appendix H), and the [Digital Literacy for the K-12 Classroom Scope and Sequence](#) (see Appendix A). Recognizing that technology is embedded in nearly every aspect of our lives, this plan outlines the district's intent to leverage digital resources across all content areas to enhance both teacher performance and student achievement, while at the same time serve as a guideline for making fiscally responsible decisions that maximize return on investment.

It is our inherent duty as educators when curating curriculum for our students to look outside the constraints of our content area and be cognizant of the world we are releasing our students into. As technology rapidly branches into every sector of society and ultimately into education we must harness it not only to better facilitate instruction and increase productivity but also to introduce new skills needed by students now only possible as a direct result of this technology.

Digital technology like whiteboards, interactive lessons, mobile apps, augmented reality, virtual reality, and touchscreen tablets have opened up new opportunities for classroom learning that has created a shift away from teacher-centered, lecture-based direct instruction.

Technology is also leveling the playing—or learning—field for students who have special needs or are non-traditional learners, by enabling them to learn in the style or at a pace that works best for them. By providing the technological tools to help students excel, whether it's an online learning management system for self-directed learning or a mobile device non-verbal students can use to communicate, schools are positioning all students for success.

Technology can enable personalized learning or experiences that are more engaging and relevant. Mindful of the learning objective, educators can allow students to choose from a menu of learning experiences - writing essays, producing media, building websites, collaborating with experts across the globe in data collection - assessed via a common rubric to demonstrate their learning.

Technology can help facilitate the type of project-based learning that requires collaboration and communication among students. By focusing on the skills students will need to foster to be future problem solvers and critical thinkers the curriculum we curate will demand support through technology. It should force us to rethink the way we instruct, the learning activities we ask our students to complete, the assessments to gauge learning and even the physical spaces of learning.

Classroom technology by itself has never been the ultimate goal nor destination for the district. Rather, classroom technology can be an effective platform upon which instruction and learning can be

differentiated (each student receiving what they need to master the curriculum unique to their own learning styles and modalities), engaging (software that is well designed and draws each student into an interactive, adaptive learning situation with the chance for individualized remediation), and collaborative (multiple students working together to accomplish a learning goal or to produce a group product), and is able to draw the student into an active role in their daily experience.

This EdTech Plan hopes to outline a model that supports learning and teaching by considering the following 4 essential questions before making all decisions regarding how technology is to be integrated here at PCHS.

1. Does it enhance the instruction of our common core standards-based curriculum without compromising rigor or student learning outcomes?
2. Does it help develop 21st century skills for students by allowing them to think critically, be creative, and collaborate?
3. Does it provide an environment in which our teachers can easily use, share and build high quality curricular materials and lessons?
4. Does it increase productivity by streamlining workflow thus allowing teachers more opportunities to provide individualized feedback and quality instruction?

SUPPORTING LEARNING WITH TECHNOLOGY

Essential Questions

- 1 STANDARDS BASED**
Does it enhance the instruction of our common core standards-based curriculum without compromising rigor or student learning outcomes?
- 2 21st CENTURY SKILLS**
Does it help develop 21st century skills for students by allowing them to critically think, be creative, collaborate?
- 3 SHARED TEACHING RESOURCES**
Does it provide an environment in which our teachers can easily use, share and build high quality curricular materials and lessons?
- 4 DECREASE WORKFLOW**
Does it increase productivity by streamlining workflow thus allowing teachers more opportunities to provide individualized feedback and quality instruction?

Classrooms that prepare students for college and career seamlessly integrate technology into daily instruction in a way that intentionally scaffolds students' technology skills. Although today's students are digital natives with many skills in social networking, most of them are not social learners with the ability to apply complex technology skills to everyday challenges.

Furthermore, students' everyday experiences are seamlessly interwoven with digital devices and instant communication. In order to meet students "where they are," technology instruction must be infused in every subject area. Teachers are aware of this trend. According to a national *Pew* survey, 95% of students regularly use the Internet.

Given this, a modern curriculum must purposefully include incremental technology-infused skill acquisition. However, the design of every effective curriculum begins by considering the unique needs of the learners. Although students are comfortable tweeting and surfing the web, they still need support to use technology for productivity tasks such as creating spreadsheets and sending professional email.

Being aware of students' skill profiles with technology can greatly inform the development of a cohesive, integrated curriculum that allows students to build the technology skills sets necessary for college and career.

Assessments

Measuring learning is a necessary part of every teacher's work. Teachers need to check for student understanding, and parents, students, and leaders need to know how students are doing overall in order to help them successfully prepare for college and work. In addition to supporting learning across content areas, technology-enabled assessments can help reduce the time, resources, and disruption to learning required for the administration of paper assessments (Gohl, E. M., Gohl, D., & Wolf, 2009).

Assessments delivered using technology also can provide a more complete and nuanced picture of student needs, interests, and abilities than can traditional assessments, allowing educators to personalize learning. Technology can help us redefine assessment in a variety of ways. These tools can provide unobtrusive measurements for learners who are designing and building products, conducting experiments using mobile devices, and manipulating parameters in simulations. Problems can be situated in real-world environments, where students perform tasks, or include multi-stage scenarios that simulate authentic, progressive engagement with the subject matter. Teachers can access information on student progress and learning throughout the school day, which allows them to adapt instruction to personalize learning or intervene to address learning shortfalls.⁶

Technology can help us imagine and redefine assessment in a variety of ways. These tools can provide unobtrusive measurements for learners who are designing and building products, conducting experiments using mobile devices, and manipulating parameters in simulations. Problems can be situated in real-world environments, where students perform tasks, or include multi-stage scenarios that simulate authentic, progressive engagement with the subject matter. Teachers can access information on student progress and learning throughout the school day, which allows them to adapt

instruction to personalize learning or intervene to address particular learning shortfalls. The unique attributes of technology-based assessments that enable these activities include the following¹¹:

1. Enhanced question types
2. Enables assessment of Growth Mindset
3. Provide Real-Time Feedback
4. Increase Accessibility
5. Adapt to Learner Ability and Knowledge
6. Embedded with the Learning Process
7. Access for Ongoing Learning

PCHS has decided to make a shift towards building an infrastructure that can better support teachers in delivering high quality online assessments.

Technology Support

21st Century Learning requires organizations to meet the current requirements of our standardized tests while also striving to achieve the 4Cs: communication, collaboration, creativity, and critical thinking. The skills needed for success in college and career are becoming increasingly complex, and schools must rise to meet new demands.

New academic standards and accountability measures across the nation have broadened the classroom experiences required for proficiency. As expectations rise, students are struggling to keep up. This trend is evidenced by falling preliminary assessment scores across the nation. Traditional instruction may be to blame. In their recent investigation of 21st Century Learning, *National Academies Press* found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national Walden University study reports that teachers who use technology frequently place the highest emphasis on problem solving.

In addition to meeting traditional academic standards, students must also be prepared to tackle the demands of a modern world and modern workforce. A research report from *Adobe Education notes* that, "In today's world, a proficient employee needs to be computer literate, visually literate, information literate, media literate, and digitally literate." According to a report from the *Partnership for 21st Century Skills*: "Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity - the ability to think unconventionally, question the herd, imagine new scenarios, and produce astonishing work." Technology assists with this type of capability. *Pew* reports that 76% of Advanced Placement and National Writing Project teachers believe that digital tools such as the Internet, social media, and cell phones "encourage student creativity and personal expression." In addition, the National Writing Project reports that the creation and consumption of multimedia increases the likelihood of deeper learning and longer skill retention.

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PLC EdTech Leaders for 2022-2023

PLC	PLC Leader(s)	EdTech Leader
Algebra 1	Larry Wiener	Perisha Bellinger
Algebra 2	Stephen Matthews	Kevin Oliva
AP History	Rob King	Steve Burr
Biology	Julie Benke	Julie Benke
Chemistry	Jane Curren	Gregg Strouse
English 9	Sarah Rosenthal	Scarlett Rojas
English 10	Evelyn Rivera & Alaina Voccio	Stephen Berger
English 11	All members are leaders	Michele Green
English 12	Shirin Ramzi	Logan Milburn
Geometry	Perisha Bellinger	Cheryl Onoye
Gov/Econ	Peyman Nazarian	Peyman Nazarian
Grading for Equity: English	Stephen Berger	Randy Tenansnow
Math Analysis	Cheryl Rivin	Boris Tsap
Performing Arts	Allison Cheng	Peter Ye
Physical Education	Adam Licea	Adam Licea
Sociology	David Pickard	Peyman Nazarian
Spanish 1	Laura Vladika	Laura Bachrach
Spanish 2	Laura Bachrach	Laura Bachrach
Spanish 3	Laura Vladika & Patricia Perez	Maggie Nance
Special Education	Paula Anderson	Crystal Storey
Study Skills	Joel Jimenez	Blaine Gorelik
Tech Ed	Pat Kuper	Alice Kim
U.S. History	Katie Pawlik	David Carini

Visual Arts	Angelica Pereyra and Ellen Unt	Rick Steil
World History	Kyle Thomas	Amir Osterweil

Hardware Resources as of 2022-2023

Item	Location	Year
40 Promethean Boards	Various Classrooms	2021-2022
1500 Student Devices	Home/School Loaner Program	2021-2022

Projected Cost for 1:1 Implementation

Year 1			
Part	Cost	Quantity	Total
Lenovo 300E Gen 3	\$290	1500	\$435,000
Google Mgt License	\$25	1500	\$37,500
Insurance (Case Included)	\$80	1500	\$120,000
Device Mgt Support Services (optional)	\$15	1500	\$22,500
Total	\$410	1500	\$615,000
Year 2			
No Cost – full implementation with existing inventory			\$0
Year 3			
Part	Cost	Quantity	Total
Lenovo 300E Gen 3	\$290	750	\$217,500
Google Management License	\$25	750	\$18,750
Insurance (Case Included)	\$80	750	\$60,000
Device Mgt Support Services (optional)	\$15	750	\$11,250
Total	\$410	750	\$307,500
Year 4			
Part	Cost	Quantity	Total

Lenovo 300E Gen 3	\$290	750	\$217,500
Google Management License	\$25	750	\$37,500
Insurance (Case Included)	\$80	750	\$120,000
Device Mgt Support Services (optional)	\$15	750	\$22,500
Total	\$410	750	\$307,500
Year 5			
Part	Cost	Quantity	Total
Lenovo 300E Gen 3	\$290	750	\$217,500
Google Management License	\$25	750	\$18,750
Insurance (Case Included)	\$80	750	\$60,000
Device Mgt Support Services (optional)	\$15	750	\$11,250
Total	\$410	750	\$307,500

Financing Future Tech Investment

PCHS must allocate sustainable funding sources to provide the technology solutions that best serve our school community. Funding technology to ensure our strong systems continue unimpeded and unhampered is essential to ensuring the longevity of our educational programs. Through ongoing reflection and analysis of our current resource allocation and needs, we can improve the efficiency and deployment of resources, reserving adequate funding on an annual basis for 1:1 devices. In addition to currently available one-time seed money which enables us to initiate our school wide adoption of 1:1 devices, we are committed to implementing best practices including: further review and analysis of the usage and instructional impact data for subscriptions, consolidation of underutilized subscriptions, and reducing duplication across departments and roles to better manage and evaluate our resources.

The chart below projects minimum cost savings as a result of these measures:

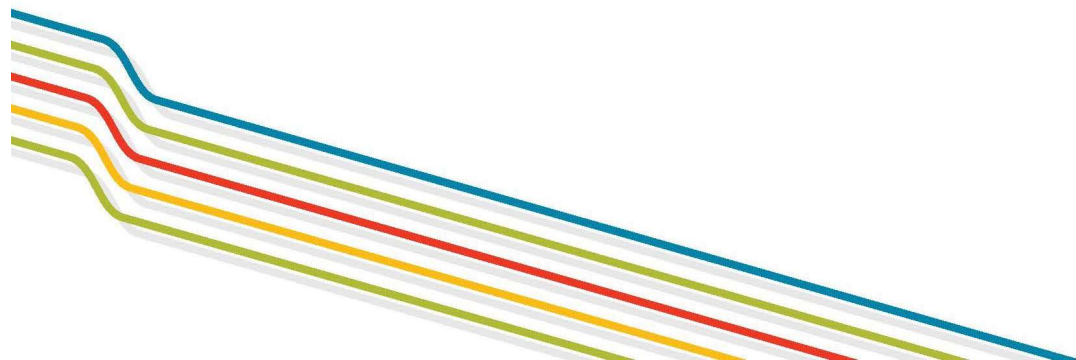
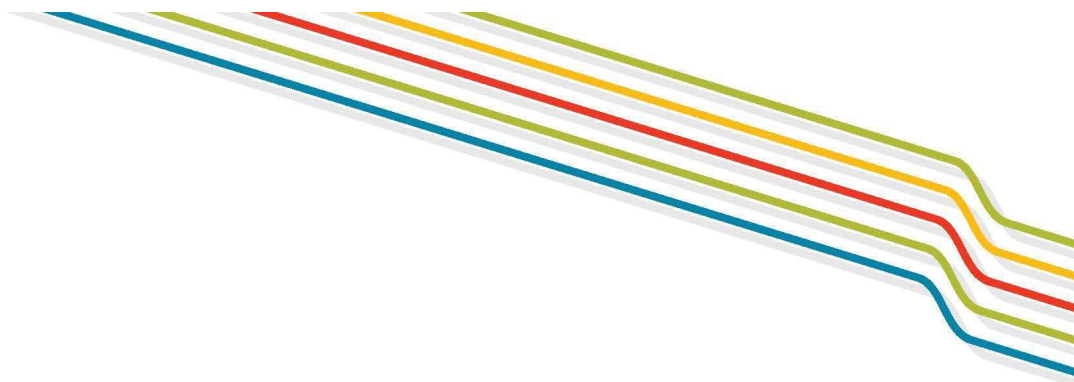
Category	Consolidation & Improved Efficiency	Estimated Cost Savings
Personnel	Reduction in benefits costs ~40% of 2 full time positions	\$71,500
Improved Efficiencies	Reduction in back-end fixes resulting from new set up in SIS and uniform grading procedures	\$30,000
Instructional Software	Reduction in unused/non-renewed subscriptions (ex: Impero solutions, Performance Matters)	\$139,707
Training by PLCs	Utilize PLC and EdTech Coaches for training and PD	40 hrs. x \$150/hr. = \$6000
Total Minimum Projected Cost Savings (Estimated)		\$247,207

Funding Sources for 1:1

The following table illustrates the reasonable estimate for 1:1 device adoption and management as a component of sustainable funding from LCFF through ongoing investment in our educational program.

Fiscal Year	23-24	24-25	25-26	27-28	28-29	29-30	31-32	32-33
Implementation Year	1	2	3	4	5	6	7	8
Funding Source	CARES	CARES	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Cost	\$615,000	\$0	\$307,250	\$307,250	\$307,250	\$307,250	\$307,250	\$307,250

ISTE Standards



INTRODUCTION

The ISTE Standards serve as a framework for innovation and excellence in learning, teaching and leading. As a body of work, the suite of standards has guided educator practice, school improvement planning, professional growth and advances in curriculum. The ISTE Standards have been updated as learning have evolved, and now the ISTE Standards will be considered a single work comprising of four sections: Students, Educators, Educational Leaders and Coaches. As a compilation, the ISTE Standards provide a holistic and comprehensive guide to transforming systems in order to transform the lives of our students.

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SECTION 1: STUDENTS

1.1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.1.b. build networks and customize their learning environments in ways that support the learning process.
- 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

1.2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- 1.2.a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 1.2.d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



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1.4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 1.4.b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 1.4.c. develop, test and refine prototypes as part of a cyclical design process.
- 1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- 1.5.a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 1.5.b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1.6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 1.6.d. publish or present content that customizes the message and medium for their intended audiences.

1.7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- 1.7.a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 1.7.c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 1.7.d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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SECTION 2: EDUCATORS

Empowered Professional

2.1. Learner

Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

- 2.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.
- 2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2. Leader

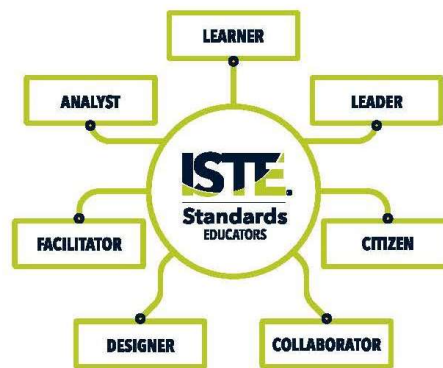
Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Teachers:

- 2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2.2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- 2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning.

2.3. Citizen

Teachers inspire students to positively contribute and responsibly participate in the digital world. Teachers:

- 2.3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 2.3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 2.3.c. Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.
- 2.3.d. Model and promote management of personal data and digital identity and protect student data privacy.



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Learning Catalyst

2.4. Collaborator

Teachers dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Teachers:

- 2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

2.6. Facilitator

Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers:

- 2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 2.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.
- 2.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.5. Designer

Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

- 2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.7. Analyst

Teachers understand and use data to drive their instruction and support students in achieving their learning goals. Teachers:

- 2.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- 2.7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Crompton, H., & Sykora, C. (2021). Developing instructional technology standards for educators: A design-based research study. *Computers and Education Open 2* <https://doi.org/10.1016/j.caeo.2021.100044>

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SECTION 3: EDUCATION LEADERS

3.1. Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

- 3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
- 3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
- 3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
- 3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

3.3. Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

- 3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
- 3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.
- 3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
- 3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.
- 3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

3.2. Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

- 3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
- 3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
- 3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
- 3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
- 3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.



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3.4. Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

Education leaders:

- 3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
- 3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
- 3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
- 3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

3.5. Connected Learner

Leaders model and promote continuous professional learning for themselves and others. Education leaders:

- 3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
- 3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
- 3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.
- 3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.



Learn how to fully implement the ISTE Standards in your classroom at ISTE U.

Two self-paced courses dive into the what, why and how of the student and educator sections of the ISTE Standards, helping you bring them to life for your learners!

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SECTION 4: COACHES

4.1. Change Agent

Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:

- 4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.
- 4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.
- 4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.
- 4.1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.
- 4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.

4.2. Connected Learner

Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:

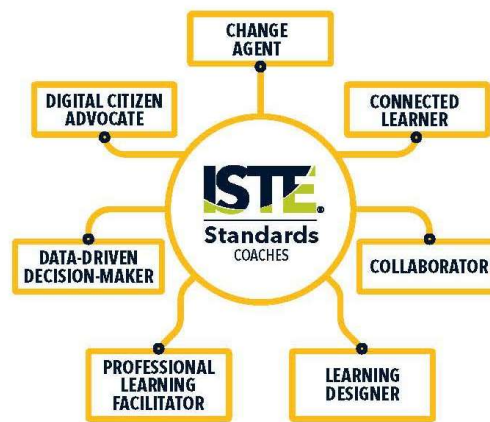
- 4.2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.
- 4.2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.
- 4.2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.

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4.3. Collaborator

Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:

- 4.3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.
- 4.3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.
- 4.3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.
- 4.3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.



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4.4. Learning Designer

Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:

- 4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.
- 4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.
- 4.4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.
- 4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.

4.5. Professional Learning Facilitator

Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning. Coaches:

- 4.5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.
- 4.5.b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.
- 4.5.c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.

4.6. Data-Driven Decision-Maker

Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning. Coaches:

- 4.6.a. Assist educators and leaders in securely collecting and analyzing student data.
- 4.6.b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.
- 4.6.c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.

4.7. Digital Citizen Advocate

Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world. Coaches:

- 4.7.a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.
- 4.7.b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.
- 4.7.c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.
- 4.7.d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.

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COMPUTATIONAL THINKING COMPETENCIES FOR EDUCATORS

Leaders and educators around the world have the enormous responsibility of preparing all students for success in a future where computing power underpins every aspect of the systems we encounter in our daily lives. Ensuring that every student understands and is able to harness the power of computing to improve their success in their personal, academic or professional lives is an ambitious goal. The ISTE Standards: Computational Thinking Competencies for Educators is intended to help all educators contribute to making that goal a reality.

Similarly to how technology is used by educators to deepen content area learning while building digital learning skills, teachers can integrate CT practices in their instruction to introduce computational ideas. This will enhance student content knowledge and build confidence and competence

in CT. By integrating computational thinking into the classroom, educators can support students to develop problem-solving and critical-thinking skills, and empower them for success as CS learners and computational thinkers.

This document is not a one-size-fits-all list of expectations, but a recognition that competencies present different opportunities for growth and goal-setting for educators. Educators are doing powerful work to integrate CT across other disciplines to enable students to learn, use and apply CS concepts and CT practices across different contexts. ISTE seeks to help educators recognize where this work is already happening, identify opportunities to make these connections more explicit, and develop new ways to deepen student learning in CS, using computational thinking to drive that work.

5.1. Computational Thinking (Learner)

Educators continually improve their practice by developing an understanding of computational thinking and its application as a cross-curricular skill. Educators develop a working knowledge of core components of computational thinking: such as decomposition; gathering and analyzing data; abstraction; algorithm design; and how computing impacts people and society. Educators:

- 5.1.a. Set professional learning goals to explore and apply teaching strategies for integrating CT practices into learning activities in ways that enhance student learning of both the academic discipline and CS concepts.
- 5.1.b. Learn to recognize where and how computation can be used to enrich data or content to solve discipline-specific problems and be able to connect these opportunities to foundational CT practices and CS concepts.
- 5.1.c. Leverage CT and CS experts, resources and professional learning networks to continuously improve practice integrating CT across content areas.
- 5.1.d. Develop resilience and perseverance when approaching CS and CT learning experiences, build comfort with ambiguity and open-ended problems, and see failure as an opportunity to learn and innovate.
- 5.1.e. Recognize how computing and society interact to create opportunities, inequities, responsibilities and threats for individuals and organizations.

5.2. Equity Leader (Leader)

All students and educators have the ability to be computational thinkers and CS learners. Educators proactively counter stereotypes that exclude students from opportunities to excel in computing and foster an inclusive and diverse classroom culture that incorporates and values unique perspectives; builds student self-efficacy and confidence around computing; addresses varying needs and strengths; and addresses bias in interactions, design and development methods. Educators:

- 5.2.a. Nurture a confident, competent and positive identity around computing for every student.
- 5.2.b. Construct and implement culturally relevant learning activities that address a diverse range of ethical, social and cultural perspectives on computing and highlight computing achievements from diverse role models and teams.
- 5.2.c. Choose teaching approaches that help to foster an inclusive computing culture, avoid stereotype threat and equitably engage all students.
- 5.2.d. Assess and manage classroom culture to drive equitable student participation, address exclusionary dynamics and counter implicit bias.
- 5.2.e. Communicate with students, parents and leaders about the impacts of computing in our world and across diverse roles and professional life, and why these skills are essential for all students.



5.3. Collaborating Around Computing (Collaborator)

Effective collaboration around computing requires educators to incorporate diverse perspectives and unique skills when developing student learning opportunities, and recognize that collaboration skills must be explicitly taught in order to lead to better outcomes than individuals working independently. Educators work together to select tools and design activities and environments that facilitate these collaborations and outcomes. Educators:

- 5.3.a. Model and learn with students how to formulate computational solutions to problems and how to give and receive actionable feedback.
- 5.3.b. Apply effective teaching strategies to support student collaboration around computing, including pair programming, working in varying team roles, equitable workload distribution and project management.
- 5.3.c. Plan collaboratively with other educators to create learning activities that cross disciplines to strengthen student understanding of CT and CS concepts and transfer application of knowledge in new contexts.

5.4. Creativity & Design (Designer)

Computational thinking skills can empower students to create computational artifacts that allow for personal expression. Educators recognize that design and creativity can encourage a growth mindset and work to create meaningful CS learning experiences and environments that inspire students to build their skills and confidence around computing in ways that reflect their interests and experiences. Educators:

- 5.4.a. Design CT activities where data can be obtained, analyzed and represented to support problem-solving and learning in other content areas.
- 5.4.b. Design authentic learning activities that ask students to leverage a design process to solve problems with awareness of technical and human constraints and defend their design choices.
- 5.4.c. Guide students on the importance of diverse perspectives and human-centered design in developing computational artifacts with broad accessibility and usability.
- 5.4.d. Create CS and CT learning environments that value and encourage varied viewpoints, student agency, creativity, engagement, joy and fun.

5.5. Integrating Computational Thinking (Facilitator)

Educators facilitate learning by integrating computational thinking practices into the classroom. Since computational thinking is a foundational skill, educators develop every student's ability to recognize opportunities to apply computational thinking in their environment. Educators:

- 5.5.a. Evaluate and use CS and CT curricula, resources and tools that account for learner variability to meet the needs of all students.
- 5.5.b. Empower students to select personally meaningful computational projects.
- 5.5.c. Use a variety of instructional approaches to help students frame problems in ways that can be represented as computational steps or algorithms to be performed by a computer.
- 5.5.d. Establish criteria for evaluating CT practices and content learning that use a variety of formative and alternative assessments to enable students to demonstrate their understanding of age-appropriate CS and CT vocabulary, practices and concepts.

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ADOPTING THE ISTE STANDARDS

The ISTE Standards are research-based and can meet local goals, needs and priorities. Adopting the standards in a school, district or state/province takes different forms. Leaders may decide to use the standards in a variety of ways, including:

- As part of statewide or district-level expectations.
- To guide systemwide planning, including school improvement and technology plans.
- To guide professional development plans and/or individual professional growth goals.
- To map curriculum.
- To ensure that lesson design and plans include purposeful use of technology.
- As part of a learning management system or web system.
- In teacher preparation across the curriculum.
- To embed in job descriptions and hiring decisions.

Access this report to support systemwide adoption of the ISTE Standards

Crompton, H., & Sykora, C. (2021). Developing instructional technology standards for educators: A design-based research study. *Computers and Education Open 2* <https://doi.org/10.1016/j.caeo.2021.100044>



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Coversheet

2022-23 Budget vs Actuals Update

Section: VII. Finance
Item: A. 2022-23 Budget vs Actuals Update
Purpose: FYI
Submitted by:
Related Material: 2022-23 Budget vs Actuals Update - as of 3-31-2023.pdf
2022-23 Second Interim - Follow-up on 'Supplies' Expenses.pdf

2022-23 Budget vs Actuals Update (ending 3/31/23)

Palisades Charter High School
April 18, 2023

Budget vs Actuals Update

- The subsequent Budget vs Actuals update includes expenses through 3/31/2023
- The previous report which was presented (Second Interim Financial Report) showed expenses through 01/31/2023
- Key Changes
 - Received remaining allocation of COVID-19 ADA Mitigation funds
 - We did not account for these funds during budget adoption.
 - Although this is great news, it closely “balances” the budget and offsets the loss in ADA revenue

A	B	BF	BO	BR	BS	BT	BU	BV	
	ADA	2820	2022-2023 Adopted Budget, Board Approved June 2022	2022-2023 First Interim Projections, 10/31/2022	2022-2023 2nd Interim Updates, 1/31/2023		2022-2023	% of Budget Received/ Spent	
	Obj Code	Total	Total	Unrestricted	Restricted	Total	Actuals to Date 3/31/23		
A. Revenues									
	LCFF/Revenue Limit Sources								
	State Aid	8011	15,555,226	15,711,395	15,527,375		15,527,375	9,343,668	60%
	Education Protection Act	8012	8,577,654	9,002,858	8,890,202		8,890,202	7,069,280	80%
	State Aid (Prior Years)	8019	-	-	255,699		255,699	634,798	248%
	In Lieu of Propety Tax	8096	8,695,667	8,860,476	8,749,602		8,749,602	7,311,281	84%
	Total, LCFF/Revenue Limit Resources				33,422,878		33,422,878	24,359,027	73%

Looking Ahead

Next month, we will present expenditures through April 30, 2023 and provide “Estimated Actuals” – our projection as to where we will end the year

Palisades Charter High School - 2022-2023 Second Interim Report and Actuals as of 3/31/23

ADA	2022-2023 Adopted Budget, Board Approved June 2022	2022-2023 First Interim Projections, 10/31/2022	2022-2023 2nd Interim Updates, 1/31/2023			2022-2023	% of Budget Received/ Spent	Comments	
			Obj Code	Total	Total				Unrestricted
	2820								
								\$	12,008.00
A. Revenues									
LCFF/Revenue Limit Sources									
State Aid	8011	15,555,226	15,711,395	15,527,375		15,527,375	9,343,668	60%	projected ADA of 2762 (mo 6 ADA & enrollment at 2939)- LCFF calc 2/28/23
Education Protection Act	8012	8,577,654	9,002,858	8,890,202		8,890,202	7,069,280	80%	projected ADA of 2762 (mo 6 ADA & enrollment at 2939)- LCFF calc 2/28/23
State Aid (Prior Years)	8019	-	-	255,699		255,699	634,798	248%	Hold Harmless PY - per CDE
In Lieu of Propety Tax	8096	8,695,667	8,860,476	8,749,602		8,749,602	7,311,281	84%	\$3,167.85/ADA - per LAUSD
Total, LCFF/Revenue Limit Resources		32,828,547	33,574,729	33,422,878	-	33,422,878	24,359,027	73%	Increase as of 3/31 compared to 2nd interm - result of COVID ADA mitigation funds
Federal Revenues									
Special Education - IDEA	8181	802,782	684,202		675,640	675,640	554,929	82%	\$244.30/ADA
Child Nutrition - Federal	8220	475,000	50,585		278,436	278,436	82,276	30%	Based on current cafeteria sales
Other Federal		-	-		-	-	-		
Title I	8290	300,583	270,695		277,895	277,895	149,810	54%	per cde 2/26/23
Title II	8290	59,695	55,335		56,243	56,243	43,910	78%	per cde 2/26/23
Title III - English Learners	8290	4,112	4,112		2,836	2,836	3,128	110%	per cde 2/26/23
Title III - Immigrant	8290	-	-		4,759	4,759	1,190	25%	per cde 2/26/23
Title IV	8290	23,175	21,316		21,323	21,323	10,662	50%	per cde 2/26/23
Perkins	8290	37,634	37,634		37,634	37,634	10,107	27%	
Dept of Rehab	8290	10,000	10,000		10,000	10,000		0%	
Child Nutrition - Supply Chain (5466)	8220		-			-			
ELC COVID Testing Award	8290	-	-			-			
ESSR I (COVID-19 Grant)	8290	-	-			-			
ESSR II (COVID-19 Grant)	8290	-	-			-			
ESSR III (COVID-19 Grant) (3213)	8290	947,833	947,833		947,833	947,833	434,116	46%	recognizing total allocation
ESSR III - Learning Loss (3214)	8290				-	-			projected to defer revenue
Expanded Learning Opportunity (ELO): ESSER II (3216)	8290				302,419	302,419	137,342	45%	recognizing total allocation
Expanded Learning Opportunity (ELO): GEER II (3217)	8290				-	-	69,408		projected to defer revenue
Expanded Learning Opportunity (ELO): ESSER III (3218)	8290				197,142	197,142	164,102	83%	recognizing total allocation
Expanded Learning Opportunity (ELO): ESSER III State (3219)	8290				-	-	84,960		projected to defer revenue
American Rescue Plan - Homeless Children & Foster Youth (5634)	8290				1,368	1,368	1,368		
Learning Loss & Mitigation (CRF)	8290	-	-			-			
Learning Loss & Mitigation (GEER)	8290	-	-			-			
Total, Federal Resources		2,660,815	3,434,669	-	2,813,528	2,813,528	1,747,308	62%	
Other State Revenues									
Child Nutrition - State	8520	36,890	479,464		590,875	590,875	195,371	33%	Based on current cafeteria sales, state reimbursing on state side for universal meals

Palisades Charter High School - 2022-2023 Second Interim Report and Actuals as of 3/31/23

ADA	2022-2023 Adopted Budget, Board Approved June 2022	2022-2023 First Interim Projections, 10/31/2022	2022-2023 2nd Interim Updates, 1/31/2023			2022-2023	% of Budget Received/ Spent	Comments	
			Obj Code	Total	Total				Unrestricted
	2820								
Mandated Cost Reimbursement	8550	143,764	142,591	141,692		141,692	141,692	100%	\$50.98/ADA
State Lottery (Non Prop 20)	8560	459,660	475,490	469,540		469,540	417,609	89%	higher per ADA rate (\$170.00/ADA)
State Lottery (Prop 20)	8560	183,300	187,399		185,054	185,054	112,315	61%	higher per ADA rate (\$67.00/ADA)
CTE	8590	270,374	316,321		316,321	316,321	316,321	100%	includes carryover from 21/22 FY
Student ID/CAHSEE	8590	10,000	10,000	10,000		10,000	2,524	25%	
In-Person Instruction Grant	8590	-	483,340		483,340	483,340	483,340	100%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21
Expanded Learning Opportunities Grant	8590	-	-			-			first allocation received in 20/21, part of beginning balance
Child Nutrition - Kitchen Infrastructure Upgrade	8590	-	-			-			
A-G Completion Grant: Access/Success	8590	645,524	140,502		140,502	140,502	140,502	100%	Expanding A-G courses, part of restricted beginning balance
A-G Completion Grant: Learning Loss/Mitigation	8590		20,879		20,879	20,879	20,879	100%	Expanding A-G courses, part of restricted beginning balance
CAL NEW: Ethnic Studies Block Grant	8590		-			-			part of restricted beginning balance
Educator Effectiveness	8590	375,181	106,295		106,295	106,295	106,295	100%	Initial \$405k was received in Dec 2021 and lives in the beginning balance. Revenue to recognize as expenses are spent
Arts, Music & Instructional Materials Block Grant (67)	8590		-		925,636	925,636	925,363		Recognize allocation - unspent revenue part of restricted ending fund balance (per cde)
Learning Recovery Emergency Block Grant (7435)	8590		-		922,684	922,684	922,684		Recognize allocation - unspent revenue part of restricted ending fund balance (per cde)
Total, State Revenues		2,124,693	2,362,281	621,232	3,691,586	4,312,818	3,784,895	88%	
Other Local Revenues									
Special Education - AB602	8311	2,272,897	2,737,480		2,703,225	2,703,225	1,981,083	73%	\$978.72 per LAUSD SELPA (6/22) - up from \$756.80 in 21-22
Food Service Sales	8634	90,000	90,000		53,546	53,546	39,843	74%	Based on current sales as of January 2023
Leases & Rentals	8650	1,021,000	1,021,000	1,021,000		1,021,000	673,750	66%	
Interest	8660	80,000	80,000	142,233		142,233	119,916	84%	
LAUSD SpEd Option 3 Grant	8679	100,000	100,000		100,000	100,000		0%	higher receipt from SELPA
Fundraising	8699	450,000	450,000	450,000		450,000	373,183	83%	
LAUSD SpEd Option 3 Learning Recovery Grant	8699		133,087		133,087	133,087		0%	ONLY for 22-23
General Fund Contribution (unaudited only)	8980		-			-			
Total, Other Local Revenues		4,013,897	4,611,567	1,613,233	2,989,858	4,603,091	3,187,775	69%	
Total Revenues		41,627,952	43,983,246	35,657,343	9,494,972	45,152,315	33,079,005	73%	
B. Expenditures									
Certificated Salaries									
Teachers' Salaries-Full-Time	1110	13,269,603	13,269,603	11,569,469	1,700,134	13,269,603	9,794,955	74%	22-23 includes 0.25% adjustment to base salary (per union agreement)
Teachers Salaries-Librarian	1130	139,024	139,024	134,024		134,024	101,501	76%	
Teachers' Salaries-Substitute	1160	320,000	395,000	395,000		395,000	285,949	72%	For 22-23, the sub salaries were reduced. However, as of First Interim report, we increased sub salaries by \$75k.
Cert Pupil Supp Sal-Counselors	1210	942,528	942,528	942,528		942,528	600,168	64%	Includes additional hours for counseling staff
Cert Administrators	1310	1,052,786	1,052,786	909,644	143,142	1,052,786	734,415	70%	2022-23 Cert Admin salaries now includes a Certificated HR Director.
Other Support/Step& Column Impact	1330	122,624	122,624	122,624		122,624		0%	
Auxiliaries/Periods/Net	1930	-	-			-			Approximately \$770k of auxiliaries are included in FT Certificated Salaries
FTEs Increase/Decrease		(37,000)	(134,370)	(134,370)		(134,370)		0%	Decreased Ed Tech Coordinator for 22-23
Impact of Tentative UTLA Agreement		-	945,728	945,728		945,728		0%	Impact of 7% salary schedule increase for UTLA (certificated)

Palisades Charter High School - 2022-2023 Second Interim Report and Actuals as of 3/31/23

ADA	2820	2022-2023	2022-2023	2022-2023 2nd Interim Updates,			2022-2023	% of	Comments
		Adopted Budget, Board Approved June 2022	First Interim Projections, 10/31/2022	1/31/2023			2022-2023	Budget Received/ Spent	
	Obj Code	Total	Total	Unrestricted	Restricted	Total	Actuals to Date 3/31/23		
		-	966,984	964,267.57		964,268		0%	7% off-schedule payment, additional increases for competition stipends & Virtual Academy
		-	-			-			
	1110	336,000	336,000		336,000	336,000		0%	Estimated additional PD expense for 2022-23 (ELO)
		16,145,565	18,035,906	15,848,914	2,179,276	18,028,190	11,516,988	64%	
Classified Salaries									
	2110	946,773	1,013,047		913,047	913,047	539,309	59%	2021-22 was lower due to leaves of absence. FTEs are expected to return in 2022-23
	2210	144,544	154,662	209,662		209,662	154,282	74%	
	2310	295,790	316,495	316,495		316,495	343,777	109%	Shifted HR Director from Classified Admin to Certificated Admin Salaries for 2022-23
	2410	1,939,897	2,075,689	1,995,689		1,995,689	1,276,090	64%	
	2430	52,781	56,476		60,476	60,476	47,221	78%	Includes additional hours for summer: free/reduced outreach, orientation & Universal meal implementation
	2460	75,000	85,000		60,000	60,000	39,723	66%	Accounts for 2 clerical subs per day (6 hrs) - attendance/absenteeism outreach. Added \$10k for library textbook support & distribution.
	2920	1,051,644	1,118,259	1,018,259	100,000	1,118,259	816,124	73%	
	2920	230,063	246,783		166,783	166,783	113,756	68%	
									Reduction of 4 Paraprofessionals (SpEd aid) due to categorical funds being exhausted in 21-22. Also, 1 Sr. Office Assistant role is not being backfilled.
		(108,085)	(253,404)	(253,404)		(253,404)			FIRST INTERIM UPDATE: 1 Sr. Office Assistant role was backfilled. Off-set by vacancies in Fiscal Director role (5.5 months), Exec Communications role (7 months), SpEd confidential assistant role (3 months) & Database manager role (11 months)
		-	356,229	340,761		340,761			
		-	-	-		-			
	2920	-	-			-			
		4,628,407	5,169,236	3,627,462	1,300,306	4,927,768	3,330,281	68%	
Employee Benefits									
	3111	3,083,803	3,444,858	2,841,143	416,242	3,257,384	1,928,021	59%	STRS Employer contribution rate increases from 16.92% (2021-22) to 19.1% (2022-23)
	3112	-	29,824	59,824		59,824	30,565	51%	
	3211	-	50,626	80,626		80,626	52,697	65%	
	3212	1,174,227	1,311,435	830,287	329,888	1,160,175	610,679	53%	PERS employer contribution rate increases from 22.91% (2021-22) to 25.37% (2022-23)
	3311	23,278	-	33,263		33,263	21,854	66%	
	3312	286,961	320,493	224,903	80,619	305,522	192,097	63%	
	3331	234,111	261,521	229,809	31,600	261,409	165,022	63%	
	3332	67,112	74,954	52,598	18,854	71,453	49,391	69%	
	3411	2,538,722	2,491,423	2,233,185	258,238	2,491,423	1,794,067	72%	Rate increase of 5.9%, also accounted for fewer FTE eligible for benefits (33 months of vacancies)

Palisades Charter High School - 2022-2023 Second Interim Report and Actuals as of 3/31/23

ADA	2820	2022-2023	2022-2023	2022-2023 2nd Interim Updates,			2022-2023	% of	Comments
		Adopted Budget, Board Approved June 2022	First Interim Projections, 10/31/2022	1/31/2023			2022-2023	Budget Received/Spent	
	Obj Code	Total	Total	Unrestricted	Restricted	Total	Actuals to Date 3/31/23		
Hlth & Wlfr Benefits, Class	3412	1,269,575	1,230,875	901,875	329,000	1,230,875	828,265	67%	Rate increase of 5.9%, also accounted for fewer FTE eligible for benefits. Approximately 27 months of classified vacancies, resulting in decreased benefit cost.
State Unemploy Insur, Cert Pos	3511	80,728	90,180	79,245	10,896	90,141	46,489	52%	Rate maintains at 0.50% by state of CA (compared to 0.05% in 2019-2020)
State Unemploy Insur, Clas Pos	3512	23,142	25,846	18,137	6,502	24,639	19,924	81%	Rate maintains at 0.50% by state of CA (compared to 0.05% in 2019-2020)
Worker Comp Insur, Cert Pos	3611	174,611	174,611	174,611		174,611	115,169	66%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
Worker Comp Insur, Class Pos	3612	74,833	74,833	74,833		74,833	49,358	66%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
Lifetime Retiree Benefits, Cert	3911	553,000	553,000	553,000		553,000	409,654	74%	must fund at this level per actuary & LAUSD recommendation
Lifetime Retiree Benefits, Class	3912	237,000	237,000	237,000		237,000	95,537	40%	must fund at this level per actuary & LAUSD recommendation
Total, Employee Benefits		9,821,102	10,371,478	8,624,339	1,481,838	10,106,177	6,408,791	63%	
Supplies									
Textbooks	4100	403,286	405,887		425,000	425,000	396,350	93%	Projected spending increased based on outstanding orders
Instructional Materials	4300	276,346	282,761		250,000	250,000	164,454	66%	Reduced IMA by \$30K based on current expenditures/orders
Instructional Materials - CTE	4300	270,374	270,374		270,374	270,374	83,595	31%	CTE Expenses
Office (Tech) Supplies	4350	128,050	128,050	86,350	11,700	98,050	20,047	20%	Reduced by \$30K, some spending shift to 4410 non cap
Other Supplies	4390	55,000	55,000	48,000	7,000	55,000	32,702	59%	
Non-Capitalized Equipment	4400	718,701	718,701	718,701	254,548	973,249	763,317	78%	\$189k in apple devices from the prior year, \$255k in spending tied to relief funds. This was a carry-over expense from last year's budget.
Food Service Supplies	4700	219,977	219,977		312,319	312,319	227,190	73%	Increase in number of meals served, resulting in increased food service supplies needed.
Total, Supplies		2,071,734	2,080,750	853,051	1,530,941	2,383,992	1,687,655	71%	
Services									
Mileage & Car Allowances	5210	4,000	4,000	4,000		4,000	2,252	56%	reduced mileage
Travel and Conferences	5220	200,000	200,000	30,000	100,000	130,000	71,498	55%	Reduced Conference budget by \$80K based on amount of conferences attended
Dues and Memberships/Subscriptions	5310	548,854	548,854	524,706	24,148	548,854	566,012	103%	
Insurance	5400	436,718	436,718	436,718		436,718	440,778	101%	Tentative increase of 10% for 2022-23 (compared to 20%+ increase in 2021-22)
Operations & Housekeeping Supplies	5510	183,475	183,475	193,475	5,000	198,475	204,472	103%	
Utilities	5520	430,000	430,000	430,000		430,000	309,550	72%	
Rentals/Leases/Repairs	5610	377,673	377,673	371,673	6,000	377,673	290,344	77%	
Transportation	5811/5812	450,000	450,000	302,900	147,100	450,000	387,558	86%	Board approved transportation allocation of \$450k for 2022-23. As of 8/22/22, SpEd transportation rates have increased but was offset by reduction in late buses.
Oth Contracted Services	5800	37,062	37,062	37,062		37,062	15,279	41%	
STRS Int & Penalties	5803	1,200	1,200	1,200		1,200	372	31%	
Contracted Services	5810	3,083,144	3,401,144	1,761,947	1,710,197	3,472,144	2,862,236	82%	REVISED BUDGET: Added \$30,000 for potential contracts to back-fill employees (Director of Attendance, Finance Director, Communications specialist, etc. FIRST INTERIM: Increased contracts to back-fill vacancies by \$5k, increased emergency substitute staffing by \$40k & added Datalink Network contract of \$243k.
Legal, Audit, & Election Costs	5821	420,944	442,944	259,944	223,000	482,944	258,237	53%	2022-23 increase attributed to Special Education legal/settlements. 2021-22 estimated actuals also exceeded budgeted amount for the same reason.
Advertisement	5831	1,500	1,500	1,500		1,500	-	0%	FIRST INTERIM: Additional \$22k of 21-22 SpEd legal unpaid legal invoices.
Computer/Technlgy Related Serv	5840	18,000	18,000	18,000		18,000	-	0%	reduction in internet costs

Palisades Charter High School - 2022-2023 Second Interim Report and Actuals as of 3/31/23

ADA	2820	2022-2023	2022-2023	2022-2023 2nd Interim Updates,			2022-2023	% of Budget Received/ Spent	Comments
		Adopted Budget, Board Approved June 2022	First Interim Projections, 10/31/2022	1/31/2023		2022-2023			
	Obj Code	Total	Total	Unrestricted	Restricted	Total	Actuals to Date 3/31/23		
Conslt/Ind Contractors(NonEmp)	5850	56,000	56,000	206,000		206,000	140,164	68%	Teachers on Reserve - Sub teacher backfill Hiring costs significantly exceeded prior years - higher staff turnover (FTEs & contractors) resulted in more background clearances/checks, etc. increased # to reflect spending (some expenses tied to restricted funds - Perkins/CTE for student conferences)
Fingrprt,Phys, XRY&Oth Emp Cst	5860	15,000	15,000	15,000		15,000	10,414	69%	
Other Services	5890	127,227	150,000	254,422		254,422	218,203	86%	
Communications Services	5910	76,000	76,000	76,000		76,000	35,112	46%	
Total, Services		6,466,796	6,829,569	4,924,546	2,215,445	7,139,992	5,812,479	81%	
Capital Outlay									
Sites & Improvement	6100								
Buildings & Improvement	6200	559,440	559,440	559,440		559,440	132,174	24%	revised CAPEX #
Equipment & Technology	6400	131,175	131,175	131,175		131,175	7,463	6%	
Equipment/Furniture Replacement	6500	-	-			-			
Total, Captial Outlay		690,615	690,615	690,615	-	690,615	139,638	20%	
Depreciation Expense (Financial Reporting Basis)	6900	980,000	980,000	980,000		980,000	571,667	58%	
Other Outgo									
Indirect Cost (LAUSD)	7299	328,285	335,747	334,229		334,229	264,107	79%	Calculated at a rate of 1% of LCFF revenue Track loan to end April 2023
Interest	7438	4,731	4,731	4,731		4,731	3,813	81%	
Fund 09 to Fund 20 Payment (Unaudited Only)			-			-			
Total, Other Outgo		333,016	340,478	338,960	-	338,960	267,920	79%	
Total Expenditures (Financial Reporting Basis)		40,446,619	43,807,419	35,197,272	8,707,807	43,905,079	29,595,780	67%	
Total Expenditures (Cash Reporting Basis)		40,157,234	43,518,034	34,907,887	8,707,807	43,615,694	29,163,751	67%	
C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis		1,181,333	175,827	460,071	787,165	1,247,236	3,483,225		Note - Ending balance is inflated because it accounts for 50% of allocation for Learning Recovery Emergency Block Grant AND the Arts, Music & Instructional Materials Grant. It also includes our COVID-19 ADA mitigation relief funds.
C. Ending Balance: Excess (Deficiency) - Cash Reporting		1,470,718	465,212	749,456	787,165	1,536,621	3,915,254		(Revenue - Expenses: Cash Reporting Basis)
D. Net Increase (Decrease)		1,181,333	175,827	460,071	787,165	1,247,236	3,483,225		
E. Fund Balance									

2022-23 Second Interim Financial Report Follow-up

Palisades Charter High School
April 18, 2023

Follow-up

- When comparing Second Interim projected expenses versus First Interim Projected expenses, there was an increase of \$303,342 in “supplies”
- The Board of Trustees requested clarification
- The increase in projected expenses was largely attributed to:
 1. Carry over of non-capital expenditure expense (Apple devices) from the 2021-22 budget. The total purchase amount was ~\$189,000 (paid for via relief funds)
 2. Increase in cafeteria food service supplies of \$92,342
 3. Slight increase in projected textbook expenses of \$19,113.

2022-2023 Budget Evolution

REVENUE	2022-23 Adopted Budget June 2022	2022-23 Revised Budget Sept 2022	2022-23 First Interim Projections 10/31/22	Actuals to Date as of 01/31/23	2022-23 Second Interim Projections 01/31/23
LCFF	32,828,547	33,727,285	33,574,729	16,919,329	33,422,878
Federal Resources	2,660,815	2,556,592	3,434,669	1,082,967	2,813,528
State Revenues	2,124,693	2,150,073	2,362,281	3,521,815	4,312,818
Local	4,013,897	4,813,477	4,611,567	2,677,296	4,603,091
Total Revenues	41,627,952	43,247,427	43,983,246	24,201,406	45,152,315
EXPENSE					
Certificated Salaries	16,145,565	18,161,248	18,035,906	8,842,506	18,028,190
Classified Salaries	4,628,407	4,638,982	5,169,236	2,550,669	4,927,768
Employee Benefits	9,821,102	10,248,948	10,371,478	4,837,171	10,106,177
Supplies	2,071,734	2,080,749	2,080,750	1,410,272	2,383,992
Services	6,466,796	6,496,796	6,829,569	4,124,207	7,139,992
Capitall Outlay	690,615	690,615	690,615	139,638	690,615
Depreciation	980,000	980,000	980,000	571,667	980,000
Other Outgo	333,016	342,004	340,478	174,920	338,960
Total Expenses	40,446,619	42,948,727	43,807,419	22,511,412	43,905,079
Net Balance (Financial Statement)	1,181,333	298,699	175,827	1,689,994	1,247,236

2022-23 Second Interim Expenditures

EXPENSES	2022-23 Adopted Budget June 2022	2022-23 Revised Budget Sept 2022	2022-23 First Interim Projections 10/31/22	2022-23 Second Interim Projections 01/31/23	Second Interim vs First Interim Budget
Certificated Salaries	16,145,565	18,161,248	18,035,906	18,028,190	(7,716)
Classified Salaries	4,628,407	4,638,982	5,169,236	4,927,768	(241,468)
Employee Benefits	9,821,102	10,248,948	10,371,478	10,106,177	(265,301)
Supplies	2,071,734	2,080,749	2,080,750	2,383,992	303,242
Services	6,466,796	6,496,796	6,829,569	7,139,992	310,423
Capital Outlay	690,615	690,615	690,615	690,615	-
Depreciation	980,000	980,000	980,000	980,000	-
Other Outgo	333,016	342,004	340,478	338,960	(1,518)
Total Expenses	40,446,619	42,948,727	43,807,419	43,905,079	97,660
Net Balance (Financial Statement)	1,181,333	298,699	175,827	1,247,236	1,071,409

Expenditures: 2nd Interim vs 1st Interim Budget

- **Decrease in Certificated & Classified Salaries/Benefits: -\$514,486**
 - *Certificated:* - Decreased certificated salaries: **-\$7,716**
 - *Classified:* - Reduced classified salaries due to current vacancies and unfilled positions: **-\$251,469**
 - Aide (\$100,000), Clerical Office Staff (\$80,000), Classified sub (\$25,000), Math paraprofessionals (\$80,000)
 - *Benefits:*
 - STRS/PERS & Payroll taxes decreased by **-\$265,301** due to 7% off schedule payment & lower classified salaries
- **Services: \$310,422**
 - Increase in substitute staffing agency costs (general ed, SpEd, health office): \$160,000
 - Prior Year SpEd legal invoices: \$40,000
 - Current SpEd legal invoices: \$20,000
 - Additional NPS invoices: \$51,000
 - Attendance Reporting project: \$15,000
- **Supplies: \$303,342**
 - Increase in non-capital expenditures: \$189,000 (this was Apple devices purchases tied to last year's budget – paid for via relief funds). It was part of last year's budget, but the expense hit this year after we closed the 2021-22 books.
 - Increase in Food Service Supplies: \$92,342. Given the increase in food service sales, it also resulted in increased supplies
 - Increase in projected textbook expenses: We increased the textbook line item by +\$19,113. This is based on the number of outstanding orders.

Coversheet

2023-2024 MOU for LAUSD School Police Services

Section: VII. Finance
Item: B. 2023-2024 MOU for LAUSD School Police Services
Purpose: Vote
Submitted by:
Related Material: 2023-24 MOU for LAUSD School Police Services.pdf



PALISADES CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 18, 2023

TOPIC/ AGENDA ITEM:

VIII. FINANCE

B. 2023-2024 MOU for LAUSD School Police Services

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Human Resources, Administrative Team, Long Term Strategic Planning Committee & Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2023-2024 MOU for LAUSD school police services.

The estimated cost of the service is \$142,562. This is a 5.75% increase (\$7,744) versus the 2022-23 MOU amount of \$134,818. The cost of the school police is already accounted for in the current budget, and we are proposing to continue the contract into 2023-24. The 5.75% increase should be covered by the projected Cost-of-Living-Adjustment (COLA) rate for 2023-24. This action will support our LCAP Goal of maintaining a positive and safe school environment.

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

The action requested of the Board today will support the school's LCAP goal of ensuring a safe and positive school environment.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2023-2024 MOU for LAUSD school police services.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The CBO recommends that the Board approve the 2023-24 MOU for LAUSD school police services.

RECOMMENDED MOTION:

“To approve the 2023-2024 MOU for LAUSD school police services in the amount \$142,562.”

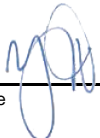
Juan Pablo Herrera
Chief Business Officer

**Los Angeles Unified School District
Charter Schools Division
FEE FOR SERVICE REQUEST**

Charter School: Palisades Charter High School Date: 03/30/23

Telephone: (310) 230-6623 Fax: (310) 459-0315

Address: 15777 Bowdoin St., Pacific Palisades, CA 90272 Local District: 1

Request Completed by: Yolanda Hargress, Administrative Assistant
 Print name and title 
Signature

yolanda.hargress@lausd.net
E-mail address

1. Describe Services, Materials, Low Incidence Equipment, and/or Project Requested: **Provide the student's name and student ID # for each request. (For Special Education requests only)** (Complete one form for each request. Use additional pages if necessary.)

Police services provided by **one** School Police Officer for fiscal year 2023/24.
 Officers assigned to Charter High Schools for FY '23-'24 will work a 4/10 schedule. If the school wants an Officer on the 5th day, it will be the responsibility of the school to cover the funding at an overtime rate of \$89.30 per hour for a 10-hour day. It will also be the responsibility of the school to cover any other overtime costs deriving from additional coverage needed.
 (Overtime rate based on highest hourly rate w/fringe benefits)

If Services are requested complete below: (ex: nursing, testing, psychological, etc.)
 Proposed Dates of Services:

Start Date: 7/1/2023 End Date: 6/30/2024

Number of Students: _____ Frequency: _____

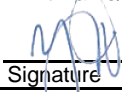
Number of Days Per Week: 4 Total Number of Days: _____ Number of Hours Per Day: 10

2. Fee for Service Analysis: (To be completed by the appropriate District or Local District Office.)

Office or Division: School Police Date: 3/30/2023

Is the service/material/project available on a fee for service basis? (Yes or No) Yes

The estimated cost of the service/materials/project is: \$142,562.00 Hourly rate: _____
 Please attach documentation for cost estimate.

Estimate completed by: Yolanda Hargress / Administrative Assistant Date: 03/30/23
 Print Name/Title Signature 

213-202-4569
Telephone Number

3. Proceed with the above project/services at the estimated cost.

Charter School Administrator Signature and Title

4. Upon completion of service and/or delivery of materials, the appropriate District Office will send the completed "Confirmation of Services Provided to Charter School (CSPCS)" form to the Charter Schools Division. The charter school will approve the services on the CSPCS form which also authorizes the District to deduct any amount owed from their monthly revenue source allocation, including, but not limited to, the in-lieu property tax revenues it otherwise would be entitled to receive under section 47635 of the Education Code.

Please forward the FEE FOR SERVICE REQUEST to: If you have any questions please call: (213) 241-0399
 LAUSD Charter Schools Division
 333 South Beaudry Ave. 20th Floor
 Los Angeles, CA 90017
 FAX (213) 241-2054

Coversheet

Form 503-804 - Certification of Signatures

Section: VII. Finance
Item: C. Form 503-804 - Certification of Signatures
Purpose: Vote
Submitted by:
Related Material: Form 503-804 Certificate of Signatures.pdf



PALISADES CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 18, 2023

TOPIC/ AGENDA ITEM:

XII. FINANCE

C. Form 503-804 Certificate of Signatures

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Administrative team

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the revised Certificate of Signature for PCHS. The Certificate of Signatures (Form 503-804) confirms that the Board of Trustees authorizes certain individuals to sign Orders for Salary or Commercial Payments, Notices of Employment, or Contracts. Currently, the following individuals are authorized to sign warrants/checks/payments: Pamela Magee, Juan Pablo Herrera, Christopher Lee, Monica Ianessa.

The current form on file has expired and the Los Angeles County Office of Education has asked us to revise the form. The guidance they provided stated that the school may coincide the form with the school's Charter petition period (06/30/2025).

The CBO recommends we maintain the same signors and revise the form to include an expiration date that coincides with the Charter petition period, June 30, 2025.

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

The action requested of the Board today will ensure fiscal compliance.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the revised Certificate of Signatures Form.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the revised Certificate of Signatures Form, dated April 18, 2023.

RECOMMENDED MOTION:

“To approve the updated Certificate of Signatures (Form 503-804) for 2021-2025.”

Juan Pablo Herrera
Chief Business Officer

Palisades Charter High School

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2021 to June 30, 2025

In accordance with governing board approval dated April 18, 20 23.

Signature _____
Clerk (Secretary) of the Board

Typed Name David Pickard
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
Sara Margiotta	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
David Pickard	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
Pamela Magee	
TITLE Executive Director/Principal	
SIGNATURE	INITIALS
TYPED NAME	
Juan Pablo Herrera	
TITLE Chief Business Officer	
SIGNATURE	INITIALS
TYPED NAME	
Monica Iannessa	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
TITLE	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

Coversheet

2023-2024 Board Meeting Schedule

Section: VIII. Governance
Item: A. 2023-2024 Board Meeting Schedule
Purpose: Vote
Submitted by:
Related Material: 2023_2024 Board_Meeting_Schedule.pdf

Board of Trustees

Meeting Dates – 2023/2024

Saturday, July 15, 2023 – Governance Training

No July Regular Meeting

August 22, 2023

September 9, 2023 – Board Retreat

September 19, 2023

October 17, 2023

November 14, 2023

December 12, 2023

January 23, 2024

February 27, 2024

March 19, 2024

April 16, 2024

May 14, 2024

June 11, 2024 (Budget)

June 18, 2024