

# Palisades Charter High School

## Board Meeting

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### **Date and Time**

Tuesday December 12, 2023 at 5:00 PM PST

### **Location**

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

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

### **SUPPORTING DOCUMENTATION:**

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

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

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### **Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Sara Margiotta	
<b>B.</b>	Record Attendance and Guests		2 m
<b>C.</b>	Public Comment		30 m
<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><b>Google Form Public Comment Procedure:</b> A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link <a href="https://forms.gle/kSsxkvL6T9GgXpdEA">https://forms.gle/kSsxkvL6T9GgXpdEA</a>. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 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>			
<b>D.</b>	Approve Minutes	Approve Minutes Sara Margiotta	2 m
Approve minutes for Board Meeting on November 14, 2023			
<b>II. Organizational Reports</b>			<b>5:34 PM</b>
<b>A.</b>	Student Report	FYI Rustin Kharrazi	3 m

	Purpose	Presenter	Time
<b>B.</b> Parent Report	FYI	Melissa Schilling, Saken Sherkhonov, Kristina Irwin	3 m
<b>C.</b> Represented Classified Staff Report	FYI	Andrew Paris	3 m
<b>D.</b> Unrepresented Classified Staff Report	FYI	Karen Ellis	3 m
<b>E.</b> Faculty Report	FYI	Maggie Nance, David Pickard, Tyler Farrell	3 m
<b>F.</b> Human Resources Director (HR) Report	FYI	Dr. Martha Monahan	5 m
<b>G.</b> Director of Operations Report Report Stands as Submitted	FYI	Dr. Pam Magee	3 m
<b>H.</b> Admin. Safety and Security Team	FYI	Brooke King	3 m
<b>I.</b> Director of Development Report	FYI	Mike Rawson	3 m
<b>J.</b> Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	3 m
<b>K.</b> Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
<b>III. Board Committees (Stakeholder Board Level Committees)</b>			<b>6:11 PM</b>
<b>A.</b> Academic Accountability Committee Update	FYI	Tyler Farrell	5 m
<b>B.</b> Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
<b>C.</b> Election Committee Update	FYI	David Pickard IV	5 m
<b>D.</b> Charter Committee Update	FYI	Sara Margiotta	5 m
<b>IV. Board Committees (Board Members Only)</b>			<b>6:31 PM</b>
<b>A.</b> Board Members Only- Committee Updates	FYI	Various	5 m
		<ul style="list-style-type: none"> <li>• Audit Committee</li> <li>• Grade Appeal Committee</li> <li>• Risk Management</li> <li>• Survey Committee</li> </ul>	

	Purpose	Presenter	Time
<b>V. Academic Excellence</b>			<b>6:36 PM</b>
A. State Testing Data	FYI	Monica Iannessa	10 m
<b>VI. Education for Homeless Children and Youth Policy</b>			<b>6:46 PM</b>
A. Education for Homeless Children and Youth Policy	Vote	Dr. Pam Magee, Tyler Farrell	10 m
<b>VII. Survey Results</b>			<b>6:56 PM</b>
A. One Time Grant Allocation Priorities	FYI	Juan Pablo Herrera	10 m
<b>VIII. PESPU Collective Bargaining Agreement</b>			<b>7:06 PM</b>
A. PESPU Collective Bargaining Agreement	Vote	Dr. Martha Monahan	5 m
<p>“To approve the Tentative Agreement between Palisades Charter High School and Palisades Educational Support Personnel United for the 2023-2026 Fiscal Years effective July 1, 2023.”</p>			
<b>IX. Finance</b>			<b>7:11 PM</b>
A. 2023-24 First Interim Financial Report	Vote	Juan Pablo Herrera	5 m
<p>“To approve the 2023-2024 First Interim Financial Report.”</p>			
B. 2023-24 Revised LCAP	Vote	Juan Pablo Herrera	5 m
<p>" To approve the 2023-2024 revised LCAP"</p>			
<b>X. Governance</b>			<b>7:21 PM</b>
A. 2023-2024 Compliance Monitoring and Certification of Board Compliance Review	FYI	Dr. Pam Magee	5 m
<b>XI. Consent Agenda: Finance Items</b>			<b>7:26 PM</b>
A. School Organized Conferences/Trips	Vote	Sara Margiotta	5 m
<ul style="list-style-type: none"> <li>• Feb 16 - Feb 19   University of Chicago - Moot Court Competition   Supervising Teacher: Mr. Rauschuber</li> </ul>			



	Purpose	Presenter	Time
	<ul style="list-style-type: none"> <li>• Mar 1 - Mar 3   UC Santa Barbara - Moot Court Competition   Supervising Teacher: Mr. Rauschuber</li> </ul>		
<b>B.</b>	PCHS Self-Initiated Conference and Professional Development Requests	Vote Dr. Pam Magee	5 m
	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Karen Perkins Conference Request   Association of Writers and Writing Programs Annual Conference   Kansas City, MO   Feb 6-10</li> </ul>		
<b>XII.</b>	<b>New Business / Announcements</b>		<b>7:36 PM</b>
<b>A.</b>	Announcements / New Business	FYI Sara Margiotta	1 m
	<ul style="list-style-type: none"> <li>• Date of the next regular Board Meeting: Tuesday, January 23, 2024 at 5:00pm</li> </ul>		
<b>B.</b>	Announce items for closed session, if any.	FYI Sara Margiotta	1 m
<b>XIII.</b>	<b>Closed Session</b>		<b>7:38 PM</b>
<b>A.</b>	Conference with Legal Counsel - Anticipated Litigation	Vote	5 m
	<ul style="list-style-type: none"> <li>• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: (one potential cases)</li> </ul>		
<b>B.</b>	Employee complaint/Assignment/Discipline/Dismissal/Release	Vote Dr. Martha Monahan	5 m
	<ul style="list-style-type: none"> <li>• (Govt. Code section 54957) (Education Code section 44929.21)</li> </ul>		
<b>C.</b>	Potential Litigation	Vote	5 m
	<ul style="list-style-type: none"> <li>• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9</li> </ul>		
<b>XIV.</b>	<b>Open Session</b>		<b>7:53 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Return to Open Session	FYI	Sara Margiotta	1 m
<b>B.</b> Report Out on Action Taken In Closed Session, If Any.	FYI	Sara Margiotta	1 m
<b>XV. Closing Items</b>			<b>7:55 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Sara Margiotta	1 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on November 14, 2023



# Palisades Charter High School

## Minutes

### Board Meeting

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#### **Date and Time**

Tuesday November 14, 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, David Pickard IV, Karen Ellis, Kiumars Arzani, Maggie Nance, Melissa Schilling, Robert Rene, Rustin Kharrazi, Saken Sherkhanov, Sara Margiotta, Tyler Farrell

**Trustees Absent**

Kristina Irwin

**Ex Officio Members Present**

Dr. Pam Magee

**Non Voting Members Present**

Dr. Pam Magee

**Guests Present**

Jeff Roepel, Juan Pablo Herrera, Martha Monahan

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**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 Nov 14, 2023 at 5:07 PM.

**B. Record Attendance and Guests**

**C. Public Comment**

Kaela Tempest: My name is Kaela Tempest, I'm a senior, and my classmates and I think Pali High should consider switching our landscape gardening tools from gas-to electric.

According to the California Air Resources Board, using a gas-powered lawn mower for 1 hour produces as much smog-forming emissions in our neighborhood as driving a 2016 Toyota sedan 300 miles from LA to Las Vegas. The Pali grounds are managed on weekends, so neighbors, students, staff, and anyone else who might be around or on campus are susceptible to harmful air pollutants like VOCs such as benzene – which the EPA says is not safe at any level - and other as cancer-causing toxins like formaldehyde. They also emit high levels of particulate matter 2.5, which has been linked to lung cancer, dementia and even cardiac disease. The people driving or handling these vehicles are the most at risk to these health impacts and could potentially face long term effects. The wellbeing of our fellow human beings and Angelenos is at risk, but they will be protected if we make a switch to electric gardening equipment.

Furthermore, studies show that refueling this equipment results in spillage of gasoline and oil, which students then come into contact with. This also infiltrates into the soil, ruining the soil quality, water, and as a result, the ecosystem.

Multiple other schools have already taken the initiative to go gas free. LAUSD has begun transitioning all its campuses to gas-free maintenance. Universities, including USC and UCLA, have committed to working to eliminate gas tools. If schools that have over 30,000 students and stretch multiple acres, can make a change, our own school can surely make a difference. Additionally, on an even bigger scale, Washington DC, Miami Beach, and Evanston have banned gas-powered machines completely.

There are so many reasons why we should switch to electric gardening equipment, but most importantly, Pali would be leading by example, and standing for a better and greener future to others.

Thank you.

Eve May: My comment is in addition to the previous one. Exhaust from gas powered tools release carcinogens and there is much noise pollution from gas powered tools. The future is electric and Pali must lead an initiative toward an all electric campus.

#### D. Approve Minutes

Sara Margiotta made a motion to approve the minutes from Board Meeting on 10-17-23. Kiumars Arzani seconded the motion.

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

##### Roll Call

Sara Margiotta	Aye
Karen Ellis	Aye
Robert Rene	Abstain
Kristina Irwin	Aye
Rustin Kharrazi	Aye
David Pickard IV	Aye
Melissa Schilling	Absent
Kiumars Arzani	Aye
Andrew Paris	Aye
Tyler Farrell	Aye
Saken Sherkhonov	Aye
Maggie Nance	Aye

## II. Organizational Reports

### A. Student Report

Rustin Kharrazi: Frosh class president election week and we will select 2-3 representatives to start next semester. Winter Spirit week will be starting after Thanksgiving break and the leadership show will have a new show coming out on Friday. There will also be a wellness event during finals week to support students. ASB is winding down and have many great things in store for next semester.

**B. Parent Report**

Saken Sherkanov, Melissa Schilling: Nothing to report at this time.

**C. Represented Classified Staff Report**

Andy Paris: Nothing to report at this time.

**D. Unrepresented Classified Staff Report**

Karen Ellis: Nothing to report at this time.

**E. Faculty Report**

Tyler Farrell, David Pickard IV, Maggie Nance: Report stands as submitted.

**F. Human Resources Director (HR) Report**

Dr. Martha Monahan: Report stands as submitted.

**G. Director of Operations Report**

Report stands as submitted.

**H. Admin. Safety and Security Team**

Brooke King: We are currently working on an updated safety and security plan, which will be ready for the January meeting. We had a power outage at the end of October and the school community worked together incredibly. We had a hold during that day and faculty, staff, and students were great at initiating that protocol. We have a hold activity tomorrow and we will talk about different scenarios for when that might be necessary. We are also looking at generators in case of emergencies. We are currently evaluating different options and will have updates soon.

Kiumars Arzani: Do you feel that there was anything that you learned from this emergency to use in the future?

Brooke King: We learned a lot and there are many updates of our safety plan as a result.

Dr. Pam Magee: I just want to give a huge shoutout to Brooke, Oscar, and every member of the team that helped ensure that day ran smoothly and working to be sure we are prepared for the future.

**I.**

### **Director of Development Report**

Report stands as submitted.

### **J. Chief Business Officer (CBO) Report**

Juan Pablo Herrera: Report stands as submitted.

### **K. Executive Director/Principal (EDP) Report**

Dr. Pam Magee: Report stands as submitted. Thank you to our faculty reps for bringing issues and concerns on campus directly to administration so we can all work together to handle any problems and find solutions.

Sara Margiotta: Do we have a copy clerk yet?

Dr. Pam Magee: Yes, they just started today.

## **III. Board Committees (Stakeholder Board Level Committees)**

### **A. Academic Accountability Committee Update**

Tyler Farrell: Report stands as submitted.

There are some potential tasks in the report, so please take a look. The committee was tasked with a 2 year review of the academic departments on campus. This has been completed and the committee would like direction on if this task should continue. We included additional questions and concerns for continued evaluation on academic departments.

Sara Margiotta: I believe that Academic Accountability Committee should continue reviewing the academic departments on an ongoing basis.

Maggie Nance made a motion to approve the Academic Accountability members: Tyler Farrell, Michael Friedman, Stephen Klima, Paul Mittelbach, Nicole Newble, Minh Ha Ngo, Randy Tenansnow, Taylor Regen, Casey Scaduto, Chris Lee, Melissa Harris, Rebecca Houriani, Stewart Wilson-Turner, Gazal Yashouafar.

David Pickard IV seconded the motion.

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

#### **Roll Call**

David Pickard IV	Aye
Saken Sherkanov	Aye
Kristina Irwin	Absent
Maggie Nance	Aye
Karen Ellis	Aye



**Roll Call**

Sara Margiotta Aye  
Andrew Paris Aye  
Robert Rene Aye  
Kiumars Arzani Aye  
Melissa Schilling Aye  
Tyler Farrell Aye  
Rustin Kharrazi Aye

**B. Budget & Finance Committee Update**

Sara Margiotta: Report stands as submitted.

**C. Election Committee Update**

David Pickard IV: We will begin meeting in January.

**D. Charter Committee Update**

Sara Margiotta: There is no update again. The renewal has extended by a year, so we do not have to meet yet.

**IV. Board Committees (Board Members Only)**

**A. Board Members Only- Committee Updates**

Sara Margiotta:

Audit Committee: We are still waiting on audit data, so we will be meeting once we have that.

Grade Appeal Committee: We have been meeting throughout the semester. 3 grades have been upheld, 1 grade has been overturned, and 1 that is currently pending.

Risk Management Committee: Has not met yet.

Survey Committee: We will meeting in January.

**V. Academic Excellence**

**A. PCHS Programs Incorporating Virtual Learning**

Dr. Chris Lee and Randy Tenansnow presented the PCHS Programs Incorporating Virtual Learning, which can be found in the board materials.

**VI. Human Resources**

**A.**

### Local Assignment Option for Specific Teachers

Sara Margiotta made a motion to approve Local Assignment Option for certificated employees to work in a limited capacity outside their primary credential area or are in the process of meeting additional authorizations.

Tyler Farrell seconded the motion.

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

#### Roll Call

Kiumars Arzani	Aye
Sara Margiotta	Aye
Saken Sherkhonov	Aye
Tyler Farrell	Aye
Kristina Irwin	Absent
Andrew Paris	Aye
David Pickard IV	Aye
Rustin Kharrazi	Aye
Maggie Nance	Aye
Robert Rene	Aye
Melissa Schilling	Aye
Karen Ellis	Aye

### B. PESPU Collective Bargaining Agreement

Agenda item has been tabled.

### C. Unrepresented Staff Compensation

Robert Rene made a motion to approve the 2023-2024, 2024-2025, 2025-2026 equivalent salary increase for all active unrepresented staff and management employees, retroactive to July 1, 2023.

Kiumars Arzani seconded the motion.

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

#### Roll Call

Rustin Kharrazi	Aye
Karen Ellis	Abstain
Robert Rene	Aye
Kristina Irwin	Absent
David Pickard IV	Abstain
Kiumars Arzani	Aye
Andrew Paris	Abstain
Maggie Nance	Abstain
Sara Margiotta	Aye
Melissa Schilling	Aye
Saken Sherkhonov	Aye
Tyler Farrell	Abstain

## **VII. Finance**

### **A. 2023-24 Budget vs Actuals Update**

Juan Pablo Herrera presented the 2023-2024 Budget vs. Actuals Update, which can be found in the board materials.

### **B. 2023-24 Revised LCAP**

Juan Pablo Herrera presented the 2023-24 Revised LCAP, which can be found in the board materials.

## **VIII. New Business / Announcements**

### **A. Announcements / New Business**

The next board meeting is Tuesday, December 12th, 2023 in Gilbert Hall.

### **B. Announce items for closed session, if any.**

Entered closed session at 6:58 p.m.

## **IX. Open Session**

### **A. Return to Open Session**

Returned to open session at 7:51 pm.

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

It can be reported out of closed session that the Governance Board of Palisades Charter High School has voted to release employee number 99990, a management position, effective immediately. The vote was unanimous as follows: Yes - 5, No - 0, Abstentions - 0.

## **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 7:52 PM.

Respectfully Submitted,  
Sara Margiotta

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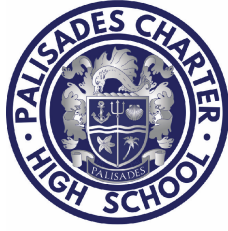
## **Documents used during the meeting**

- Faculty Board Report 11\_14\_2023.pdf
- HR Board Report 11\_14\_2023.pdf
- Operations Board Report 11\_14\_2023.pdf
- Director of Development Board Report 11\_14\_2023.pdf
- CBO Board Report 11\_14\_2023.pdf
- PCHS Credit Card Expenditures - October 2023.pdf
- EDP Board Report 11\_14\_2023.pdf
- AAC Board Report 11\_14\_2023.pdf
- Budget Com Meeting Agenda 11\_06\_2023.pdf
- Budget Com Meeting Minutes 11\_06\_2023.pdf
- Online Program Board Presentation 11\_14\_2023.pdf
- Board Motion - Local Authorization 11\_14\_2023.pdf
- Board Motion - Unrepresented Compensation.pdf
- 2023-24 Budget vs Actuals through 9-30-23.pdf
- 2023-24 Revised LCAP information.pdf
- School Organized Trip(s).pdf

# Coversheet

## Faculty Report

**Section:** II. Organizational Reports  
**Item:** E. Faculty Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Faculty Board Report 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Faculty Report Board of Trustees Meeting December 12, 2023**

### **Points of Pride:**

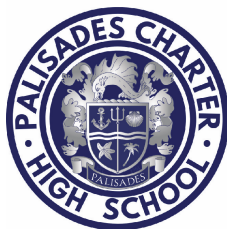
- Great VAPA performances and concerts at the end of the semester! Bravo!
- Nicole M. is doing a phenomenal job with the health office

### **Concerns:**

# Coversheet

## Human Resources Director (HR) Report

**Section:** II. Organizational Reports  
**Item:** F. Human Resources Director (HR) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HR Board Report 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Human Resources Report Board of Trustees Meeting December 12, 2023**

### **Collective Bargaining**

**Collective Bargaining PCHS/PESPU:** Government Code Section 54957.6: Conference with Labor Negotiators

PCHS administration recommends approval of the Tentative Agreement between Palisades Charter High School and Palisades Educational Support Personnel United for the 2023-2026 Fiscal Years. Salary schedules reflect a 7% salary increase effective July 1, 2023 and subsequent salary adjustments tied to the LCFF Base grant for years 2024-2025 and 2025-2026.

### **Human Resources Activity**

#### **New Hires**

Birute Mikuleviciute                      English Teacher (temp)

#### **Resignations, Releases & Leaves**

Copy Clerk                                  Resignation  
Employee # 723617                          Release

### **Closed Session**

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

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



# Coversheet

## Director of Operations Report

**Section:** II. Organizational Reports  
**Item:** G. Director of Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Operations Board Report 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## Board of Trustees Meeting - Operations Report December 12, 2023

### Information Technology:

- Provided setups for 25 scheduled student & faculty events, including World Language Department special guest speaker, and closed 142 tickets
- Improved workflow for handling of student device repairs, including 30 received with damages this month
- Continuing to assist all department offices with data collection/report writing in Infinite Campus
- Working with Counseling and the AA Office to provide instructional support for Semester Grading period

### Permits & Setups:

- Permit Revenue for November 2023 is: \$59,946.00
  - \$44,716.00 from Facility Rentals
  - \$500.00 from Facility Parking Rental
  - \$3,200.00 from One-Time Rentals
  - \$11,200.00 from Banner Rentals
  - \$330.00 from Production Parking
- Banner demand continues to be strong.
- Permits– Steady use into the Winter Season. PCHS Winter athletics kicking in, which affects revenue due to game cancellations, etc.
- Small and Large Gym – CLOSING December 18th for 2 weeks for Annual Resurfacing
- \*\*Permit revenue will dip in the months following – it will correct itself mid-January/February
- Filming for Nov. – Sports Commercial (September 14th), AT&T Still Photo (October 17th)
- Potential Filming for Dec. – Still Photo Commercial (Daydreamer Inc., Dec 9), Still Photo Commercial (C-Mag, Dec 11 or 13), Samsung (Dec 15), Dick's Sporting Goods Still Photo (Dec 18th OR 19th)
- Current Hollywood Climate –Inquiries slowly on the uptick...with the holidays coming it will be sporadic but expecting a bit influx come Jan

### Transportation/Buses:

- All Transportation Programs (Regular Bus, Late Bus, Comp Bus, SPED, Public) operating as needed
- All (195) Student Parking Permits have been sold and distributed
- TAP Cards being given out upon request – 1007 distributed to date

### MGAC/Pool:

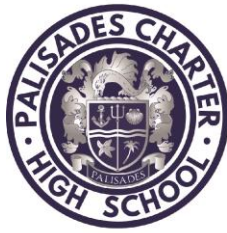
- Pool building receiving HVAC and plumbing overhaul service on all devices
- ARC First Aid/CPR/AED Certification/Recertifications conducted on a weekly basis, serving PCHS and permits
- Holiday MGAC hours: 6AM-3PM

### Safety & Security:

- Next Safety Drill 1/24 – SHELTER IN PLACE/AIRBORNE Response – Check Schoology Safety Course for resources
- EOP update in process for Jan 2024 BOT review
- Emergency generator use being investigated-other safety system upgrades in process

### Facilities/Projects:

- Furniture: (39) NEW student ceramic combo desks for E204 to replace old worn-down vintage student wooden desks



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- Exterior Hallways: (10) New blue benches installed to provide additional seating for students, including Pali Academy
- Baseball Field: Currently CLOSED for Annual Reseeding/Renovations
- Whiteboards: Installed New whiteboards to replace old worn boards for D207; E204 & G202. Pending whiteboard installations to take place during winter break.
- Pali Academy: Basketball court drainage; seepage and sump pump maintenance continues
- Stadium Turf: Regular field maintenance ongoing

# Coversheet

## Director of Development Report

**Section:** II. Organizational Reports  
**Item:** I. Director of Development Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Development Board Report 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## Development Report Board of Trustees Meeting December 12, 2023

Report  
date: 12/12/2023

<b>TOTAL FUNDS RAISED TO DATE:</b>	<b>Fund</b>	<b>Prior Report</b>	<b>YTD</b>	<b>Inc/Dec.</b>	<b>Budget</b>
The PCHS Fund	General	\$176,043	\$229,414	\$53,371	\$500,000
PCHS Fund Pledges Outstanding	General	\$1,006	\$3,006		
Pali Alumni Fund	General	\$0	\$0	\$0	
<b>TOTAL UNRESTRICTED FUNDS RAISED</b>		<b>\$177,049</b>	<b>\$232,420</b>	<b>\$55,371</b>	<b>\$500,000</b>
Rest. Donations/Pledges - Recd	General	\$3,700	\$3,700	\$0	0
Rest. Donations/Pledges	General	\$0	\$0	\$0	0
<b>TOTAL RESTRICTED FUNDS RAISED</b>		<b>\$3,700</b>	<b>\$3,700</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL FUNDS RECEIVED</b>		<b>\$180,749</b>	<b>\$236,120</b>	<b>\$55,371</b>	<b>\$500,000</b>

### TOTAL EXPENSES TO DATE:

Bacio Design		\$0		\$1,000
L.A. Press Printing		\$0		\$0
American Direct				
Mail		\$2,669		\$6,900
Postage		\$352		\$600
Subscriptions		\$649		\$17,737
Credit Card service fees		\$530		\$7,500
Salaries & Benefits (Campus Unification/Development Dir)		\$38,506		\$88,906
Justice League				
Banner		\$300		\$200
Videography		\$0		\$0
Donor Bricks		\$0		\$1,500
Donor Breakfast		\$0		\$0
Donor Refund		\$0		\$0
Pali High Booster Club (split donation)		\$0		\$750
New Parent Welcome Breakfast		\$2,720		\$2,400



# PALISADES CHARTER HIGH SCHOOL

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<b>TOTAL EXPENSES FOR UNRESTRICTED FUNDS</b>	<u>\$45,726</u>	<u>\$127,493</u>
<b>TOTAL NET FUNDS</b>	<b>\$190,394</b>	<b>\$372,507</b>

**Comments and Campaigns initiated to date:**

- 1.) Joint Appeal with Booster Club sent 8//14/23
- 2.) New Parent Welcome Breakfast was held for 315 parents on 8/26/23
- 3.) **PCHS Fund comparison: \$229,414 this year/\$282,695 last year. Best YTD was \$282,695**
- 4.) **PCHS Fund donor comparison: 193 this year/221 last year**
- 5.) Back to School Night Campaign began on 9/11
- 6.) **Back to School Night Campaign brought in \$26,095**
- 7.) Email to Banner Donors from last year who have not renewed this year will take place on 10/16
- 8.) #Giving Tuesday campaign to begin on November 21st
- 9.) **#Giving Tuesday brought in \$37,081 from 50 families**
- 10.) Year-End Campaign begins December 27 - 31.

**NOTES TO REPORT:**

- Non-profits have experienced a decline in donations over the last year due to economic and market conditions.
- Several of our major donors have not donated to date, but several were affected by the SAG strike.
- The Lewis A. Kingsley, Mara W. Breech and William Bannerman Foundations did not donate this year.

# 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 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

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## CBO Report Board of Trustees Meeting December 12, 2023

### **2023-2024 FIRST INTERIM REPORT**

- The First Interim Financial Report was submitted to LAUSD on 11/27. The CDE deadline is 12/15, but LAUSD requested the report a month in advance.
- Our ending balance is favorable: \$2,492,856. However, it does NOT include the impact of PESPU bargaining. The ending balance is also inflated due to the recording of one-time relief funds.
- The most significant differences in our First Interim Budget versus our Adopted Budget are:
  - 7% increase for UTLA and unrepresented (salary, pension obligations, payroll taxes, etc.)
  - Recording ESSER revenue (offset by increased expenditure due to 1:1 device purchase)
  - Board approved rate increase for certificated substitutes (\$75,000 impact)
  - ADA assumption of 2,805

### **2023-2024 AVERAGE DAILY ATTENDANCE (ADA)**

- Our Period 1 (P1) attendance report is due to LAUSD and the CDE by 12/11. As of the date of this report, we have not completed the Month 4 attendance report (deadline is 12/8).
- PCHS submitted the Month 3 attendance reports to LAUSD. Our ADA for Month 3 (period of October 9, 2023 through November 3, 2023) reflects an ADA of 2,781.75. Our Month 1 ADA was 2,850 and Month 2 ADA was 2,842. Our Month 1-3 ADA is 2,833.
- As a reminder, our 2023-24 Approved Budget estimates an annual ADA of 2,820
- Our 2023-24 budget also assumed an enrollment of 3,000. However, our current enrollment has decreased to approximately 2,975.

### **COMPLIANCE**

- PCHS received a notice from LAUSD Charter School Division regarding a 2023-24 LCAP Revision. The areas of concern are the action items and metrics related to CAASPP ELA & Math. The CSD team confirmed that this does not constitute as a material change to the LCAP, so there is no need to hold a “public hearing” or re-approved the LCAP at a Board Meeting. However, we are required to update this section of the LCAP by November 17, 2023
- The 2022-23 actuarial valuation is also in-progress. We did not meet our internal deadline of October 31, 2023 but will have the report completed before the CDE deadline of 12/15.
- We are also underway with our 2022-23 independent audit. The deadline is Dec 15, 2023. So far, no deficiencies have been noted.

### **REQUEST FOR PROPOSAL(S)**

- Finance office is working on request for proposals for transportation, security and janitorial services.
- A timeline will be published soon, along with instructions, rating matrix, etc.
- A sub-group of individuals will be tasked with reviewing the bids once they become available.
- ETA for bids: December 2023





# PALISADES

## CHARTER HIGH SCHOOL

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### **TITLE IX - SOFTBALL**

- Initial quotes have been received for the softball field project. The costs are much higher than anticipated and requires us to do an RFP.
- As a result, the “skinned” softball field project will be delayed until an RFP is completed.

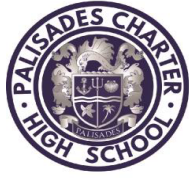
### **LOOKING AHEAD**

- Continuing monitoring enrollment/attendance trends
- Nov 20<sup>th</sup>: 2023-24 First Interim Financial Report
- Dec 15<sup>th</sup>: Independent Audit Report Due
- Dec 15<sup>th</sup>: 2022-23 Actuarial Report
- Dec 2023 - Request for Proposals
  - 2024-25 Transportation Services
  - Janitorial Services
  - Security Services

# 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 12\_12\_2023.pdf  
PCHS Sexual Harassment Prevention Policy.pdf  
Education\_for\_Homeless\_Students\_Policy.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **Executive Director/Principal Report Board of Trustees Meeting December 12, 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.*

LAUSD Charter School Division Charter School Compliance Monitoring 2023-2024 (See document in meeting materials)

An important component of the annual charter authorization review is the Certification of Board Compliance Review. The purpose of the Certification of Board Compliance Review is to ensure the Board is aware of and ensures the organization's compliance with all applicable laws and other requirements.

Key policies:

- Education for Homeless Policy (New proposed policy included in meeting materials)
- [Sexual Harassment Policy](#) (Current policy under revision to fully align with the LAUSD policy)
- Suicide Prevention Policy (Policy included in the School Emergency Operations Plan is under review by Mental Health Team)
- [Title IX Policy](#)
- [Uniform Complaint Procedures](#)
- [Wellness Policy](#) (Reviewed; Annual Progress Report to be presented at a future Board of Trustees meeting; Addition of CA Healthy Kids Survey for students, staff, and parents)

PCHS website will be updated with date of policy review and revision.

Other school policies – The review of PCHS policies and procedures is ongoing. PCHS is currently reviewing, updating and developing policies for Attendance, Online Learning Options, Virtual Academy, and Board Committees. Policies will be presented to the Board of Trustees in future meetings.

2024-2025 Lottery Update

The 2024-25 lottery applications have closed. Below are the final numbers for each grade level. The waitlist via Google Forms is now open.

<b>Grade</b>	<b>Applications</b>
9 <sup>th</sup>	1,017
10 <sup>th</sup>	67
11 <sup>th</sup>	64
12 <sup>th</sup>	23
<b>Total</b>	<b>1,171</b>

Special Education Updates

The department is reviewing and updating 504 plans and IEPs in Infinite Campus. The process is the same as in previous years. Clerical and special education coordinators and assistants support the input in Infinite Campus. Steps followed:

1. Staff uploads the 504 and flag in Infinite Campus.
2. Staff uploads IEPs, flags in Infinite Campus, and adds accommodations.
3. Case Managers send 'IEPs at a glance', to include accommodations and supports.

Director of Student Support Services Tammie Wilson is also working with faculty to refine testing procedures for students whose approved support services include testing in an alternative environment outside of the general education classroom.

The Special Education Department also participated in a day of professional development on Thursday, December 7, 2023, focused on alternative dispute resolutions and compliance procedures with mediator/trainer Mark Purchin.

2023-2024 Course Catalog

The 2024-2025 PCHS Course Catalog is under review by Department Chairs. The following new courses were approved by Curriculum Council in the December 7, 2023, meeting:

## English

Honors English 12 with an emphasis on creative writing and film and literature

## Math (pending department survey)

AP Pre-Calculus

Course name change from Math Analysis to Precalculus

Business Calculus

Probability and Statistics

## Science

Elimination of Global Science with Chemistry Integration

5 credit G elective: Genetics class

## Social Science

AP African American History

5 credit Ethnic Studies

Independent Studies Comparative Religions

5 credit Sociology

5 credit CP Psychology

## World Language

Honors Spanish 3 (AP Prep)

CTE

Medical Science/Sports Medicine Pod and Pathway  
 Stage Technology/Performance Production (TBD)

Ethnic Studies Implementation Plan

At PCHS, Ethnic Studies will consist of 9th-grade introductory units in the fall and spring. The pod teachers will teach the following units:

1. Identity
2. The identity of PCHS students
3. PCHS Equity Policies (3 C's, Hate Speech, Gender)
4. The Definition of Equity and Ethnic Studies
5. Course information about Ethnic Studies
6. Information about the PCHS Ethnic Studies High School Requirement
7. Encourage pathway completion.

Students in grades 10-12 have the option of taking one of the following courses to fulfill a middle course of a three-course path: Still need to explore World Language integration.

1. African American US History
2. African American Literature
3. Chicano Literature
4. Latino Literature

Students in grades 11-12 will take a 5-credit Ethnic Studies course with a capstone project.

If a PCHS student completes the Ethnic Studies pathway (15 units), then the school will award a special designation.

Online Curriculum Platform Review presented to Curriculum Council December 7, 2023

Components	Acellus	Accelerate	Apex***
Written Work	Special Lessons are difficult to access. Not linked automatically to the lessons	Written work required for each unit and easily accessed	Written work required for each unit and easily accessed
A-G	Yes	Yes	Yes
Platform Accessibility	Easy to access	Easy to access	Easy to Access
Audio/Learning Mode	Video/audio. The teacher reads to the student. No reading. No highlighting and annotating	Variation between audio and individual reading. Access to highlighting and annotating	Variation between audio and individual reading. Access to highlighting and annotating

Electives	Tech/VAPA/Strong list of G	CTE/VAPA/Tech limited list of G	CTE/VAPA/TECH limited list of G
Courses	Comprehensive list	A Comprehensive List with Ethnic Studies	Includes Statistics, More Science includes Ethnic Studies
Equity Culturally Responsive Curriculum	Several mistruths in history. Lack of diverse literature	Attention to cultural assumptions and biases. Lack diverse literature	Attention to cultural assumptions and biases. Some diverse literature
Supports	Strong immediate customer service	Online Support	Local Representative-will meet in person
Assessments	The majority are multiple choice (4 questions per video) and a unit exam (20 questions). Comprehension level	Majority MCQ, Uses project-based assessments as well. Prescriptive through Rigorous Levels	Writing, minimal MCQ, uses project-based assessments as well. Prescriptive through Rigorous Levels
Credit Recovery/Summer School/Pali Academy	Yes, but potentially phasing out to a different adjustable mode	Has “adaptive” test in for placement and full credit recovery	Has “adaptive” test for placement and full credit recovery
Virtual Academy	Electives/Chem	Use for electives	Use for electives
Cost for Schoolwide Site License	\$77,000	\$72,000	\$62,500 + \$4,000 for Use in Spring 2024

Recommendation: APEX. Curriculum Council December 7, 2023

Next steps: January 16, 2024, Board Budget Committee will review and vote. January 23, 2024, Board of Trustees will vote.

Second Semester Professional Development – Monday, January 8, 2024

The focus of the day will be

- 1) Finalizing the WASC Self-Study Report for submission
- 2) Assessments (NWEA, CAASP, Classrooms)
- 3) PLC/Department Planning



# PALISADES CHARTER HIGH SCHOOL

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## **PALISADES CHARTER HIGH SCHOOL SEXUAL HARASSMENT PREVENTION POLICY**

Palisades Charter High School (PCHS) is committed to providing a working and learning environment free from sexual harassment. PCHS prohibits sexual harassment of or by employees, students, or persons doing business with or for the school based on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, breastfeeding/lactating status, and any related medical conditions. Failure to follow this policy is a violation of state and federal law.

Under California law, sexual harassment is any unwelcome conduct based on sex, including sexual advances, requests for sexual favors, and any other verbal, visual, or physical conduct of a sexual nature or based on sex made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is directly or indirectly made as a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions or for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
- The conduct has the purpose or effect of having a negative impact on the individual's work or academic performance or of creating an intimidating, hostile, or offensive work or educational environment.
- Under regulations for Title IX of the Education Amendments of 1972, conduct based on sex that satisfies one or more of the following may constitute sex discrimination or sexual harassment:
  1. An employee conditioning the provision of aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct.
  2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
  3. Sexual assault, dating violence, domestic violence, or stalking as defined under the Clery Act or Violence Against Women Act.



# PALISADES CHARTER HIGH SCHOOL

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## **PALISADES CHARTER HIGH SCHOOL SEXUAL HARASSMENT PREVENTION POLICY**

Upon witnessing discrimination, harassment, intimidation, abusive conduct, or bullying based on the above, personnel are required to take immediate steps to intervene when safe to do so. Reporting the conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school/office has been notified of the conduct and a complaint has been filed, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate, support the investigation or otherwise determine what occurred and take prompt and effective reasonable steps to end the conduct, eliminate a hostile environment if one has been created, and prevent it from occurring again. Supportive measures will be provided regardless of whether an individual makes a complaint or asks the school/office to take action. This policy applies to all acts related to school activity or school attendance under the Palisades Charter High School Executive Director and Principal's jurisdiction.

PCHS students or employee who believe they have been a victim of sexual harassment or who have witnessed such an act should report it to an administrator or Title IX/Bullying Complaint Manager so appropriate action may be taken to resolve it. PCHS prohibits retaliation against anyone who files a sexual harassment complaint or participates in the investigation process. Complaints must be promptly and fairly investigated in a way that respects the privacy of the parties concerned to the fullest extent possible.

Your school/office administrator or Title IX/Bullying Complaint Manager(s):

Adam Licea, Assistant Principal- Phone: 310-230-6631      Email- [alicea@palihigh.org](mailto:alicea@palihigh.org)

Perisha Bellinger, PCHS Dean      Email-[pbellinger@palihigh.org](mailto:pbellinger@palihigh.org)

For policies/procedures related to sexual harassment of or by students and how to file a complaint, contact:

Adam Licea, Assistant Principal- Phone: 310-230-6631      Email- [alicea@palihigh.org](mailto:alicea@palihigh.org)

Perisha Bellinger, PCHS Dean      Email-[pbellinger@palihigh.org](mailto:pbellinger@palihigh.org)





# PALISADES CHARTER HIGH SCHOOL

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## **PALISADES CHARTER HIGH SCHOOL SEXUAL HARASSMENT PREVENTION POLICY**

For employee-to-employee, student-to-employee, or work/employment-related discrimination, harassment, intimidation, or abusive conduct, contact:

Dr. Martha Monahan, PCHS Human Resources Director (310) 230-6670-7685.

Office locations: Human Resources Office in the A Building, Dean's Office in U110

Palisades Charter High School-15777 Bowdoin Street, Pacific Palisades, CA 90272

PCHS works to give you an education that is safe and without sexual harassment. Sexual harassment is behavior you don't like that is directed at you because of your gender. It can make you feel unsafe or scared and keep you from learning. It can be someone's bad words, something you see, physical behavior, or touching of private body parts (like parts covered by a swimsuit). Examples may be:

- Unwanted hugs, kisses, grabbing, or touching
- Standing too close or stopping someone from moving
- Showing or sending inappropriate or nasty pictures of any kind that make others feel bad or uncomfortable
- Treating someone differently just because of their gender or perceived gender.

It is against school rules and the law for people to do this. If it's safe for you, you can ask the person to stop doing these actions to you or other students. You can help friends share problems like this with an adult they trust. You can report it to the principal, a dean, a teacher, or someone who handles complaints like this. The school will take action right away to find out what happened, make it stop, and keep it from happening again. No one is allowed to punish you for making a report or for talking to an adult about what happened. The school will share information with people who can help fix it. This is true for all school activities in your school district.

People who can help you:

Your Principal: Dr. Pamela Magee

Complaint Managers (Title IX/Bullying):

Adam Licea, Assistant Principal- Phone: 310-230-6631

Email- [alicea@palihigh.org](mailto:alicea@palihigh.org)

Perisha Bellinger, PCHS Dean

Email-[pbellinger@palihigh.org](mailto:pbellinger@palihigh.org)



# PALISADES CHARTER HIGH SCHOOL

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## **Education for Homeless Children and Youth Policy**

### **Statement of Purpose**

The Board of Trustees of Palisades Charter High School (hereafter *the Board*) believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of these students and ensuring that they have access to the same free and appropriate public education (FAPE) provided to other students within Palisades Charter High School (hereafter *PCHS*). PCHS shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students [42 U.S.C. § 11431].

Furthermore, the PCHS Board of Trustees desires to ensure that children and youth experiencing homelessness:

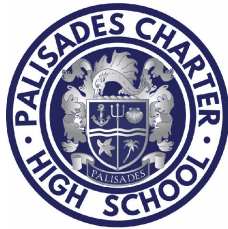
- are provided with equal access to its educational program
- have an opportunity to meet the same challenging California academic standards
- are provided a free and appropriate public education
- are not stigmatized or segregated on the basis of their status as homeless
- are protected from discrimination on the basis of their homelessness

### **Definition of Homeless Children and Youth**

The term "homeless children and youth" is defined as individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.



# PALISADES CHARTER HIGH SCHOOL

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## **PCHS Liaison Designation and Duties**

The Executive Director/Principal shall designate an appropriate staff person to serve as the PCHS homeless education liaison (hereafter *liaison*). The PCHS liaison shall fulfill the liaison duties specified in the federal McKinney-Vento Homeless Assistance Act (hereafter *McKinney-Vento Act*) to support the school identification, enrollment, attendance, and success of children and youth experiencing homelessness. The PCHS liaison also shall fulfill the liaison duties specified in California Education Code, including those related to offering training at least annually to PCHS employees who provide services to students experiencing homelessness; this training shall include information about the PCHS's homeless education program policies and recognizing signs that a student is at risk of or experiencing homelessness [42 U.S.C. § 11432(g)(6)(A); Cal. Educ. Code § 48851.3(c)]

Director of Admissions, Attendance, Compliance  
[attendanceoffice@palihigh.org](mailto:attendanceoffice@palihigh.org) | (310) 230-6629  
 15777 Bowdoin St  
 Pacific Palisades, CA 90272

## **Student Identification**

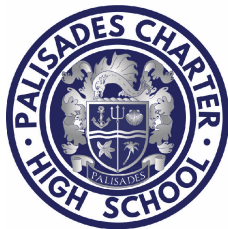
The Executive Director/Principal or designee shall ensure PCHS identifies all students experiencing homelessness, including unaccompanied youth, enrolled in the school. To ensure student identification, the Executive Director/Principal or designee shall annually provide and administer a housing questionnaire to all parents/guardians of students and all unaccompanied youth within PCHS. The housing questionnaire shall be based on best practices developed by the California Department of Education (CDE) and include an explanation of the rights and protections that children and youth experiencing homelessness, including unaccompanied youth, have (Cal. Educ. Code § 48851).

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, PCHS either shall make the housing questionnaire available in the parent's, guardian's, or unaccompanied youth's primary language or shall provide an appropriate translation of the housing questionnaire upon request by the parent, guardian, or unaccompanied youth (Cal. Educ. Code § 48851).

The Executive Director/Principal or designee shall collect completed housing questionnaires and report annually to CDE the number of children and youth experiencing homelessness, including unaccompanied youth, enrolled in PCHS as identified using the housing questionnaire (Cal. Educ. Code § 48851).

## **Information Posting**

The Executive Director/Principal or designee shall ensure that the PCHS liaison's contact information and other information on homelessness (including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness) are posted on the PCHS website. Additionally, PCHS will post the contact information of any school employee whose duties include assisting the liaison, if such an employee has been designated (Cal. Educ. Code § 48852.6).



# PALISADES CHARTER HIGH SCHOOL

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## **School Selection**

The Executive Director/Principal or designee shall ensure that school selection decisions (whether the local attendance area school or the school of origin, as defined in the federal McKinney-Vento Act) are made based on the student's best interest, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth. Student-centered best interest considerations shall include, but not be limited to, factors related to the impact of school mobility on the student's achievement, education, health, and safety, and ensuring the student has the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress [42 U.S.C. § 11432(g)(3)(B); Cal. Educ. Code § 48850].

## **Immediate Enrollment**

The Executive Director/Principal or designee shall ensure that children and youth experiencing homelessness are enrolled immediately in PCHS (whether the local attendance area school or the school of origin, as defined in the federal McKinney-Vento Act) even if they are unable to produce records normally required for enrollment—such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation—or if they have missed application or enrollment deadlines during any period of homelessness. Enrollment is defined as “attending classes and participating fully in school activities” [42 U.S.C. § 11432(g)(3)(C)(i); 42 U.S.C. § 11434a(1)].

## **Transportation**

If deemed to be in a student's best interest to attend the school of origin, the Executive Director/Principal or designee shall ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in keeping with the conditions outlined in the federal McKinney-Vento Act, including those regarding the provision of transportation to and from the school of origin across PCHS boundaries [42 U.S.C. § 11432(g)(1)(J)(iii)].

## **Comparable Services**

The Executive Director/Principal or designee shall ensure that each child or youth experiencing homelessness is provided services comparable to services offered to other students in the school, including transportation and educational services for which the student meets the eligibility criteria including, but not limited to, federal Title I services or similar state or local programs, educational programs for students with disabilities, educational programs for English learners, career and technical education programs, programs for gifted and talented students, and school nutrition programs [42 U.S.C. § 11432(g)(4); Cal. Educ. Code § 48850].



# PALISADES CHARTER HIGH SCHOOL

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## **Prohibition Against Segregation or Stigmatization**

The Executive Director/Principal or designee shall ensure that students experiencing homelessness are not stigmatized in any way or segregated in a separate school or separate program within a school based on the student's status as homeless. The Executive Director/Principal or designee also shall ensure that services are not provided in settings within a school that segregate students experiencing homelessness from other students, except as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of students experiencing homelessness [42 U.S.C. § 11432(e)(3)(A); 42 U.S.C. § 11432(g)(1)(J)(i); 42 U.S.C. § 11433(a)(2)(B)(ii)].

## **Student Privacy**

The Executive Director/Principal or designee shall ensure that information about the living situation of a student experiencing homelessness is treated as a student education record, and shall not be deemed to be directory information under the Family Educational Rights and Privacy Act (FERPA) [42 U.S.C. § 11432(g)(3)(G)].

## **Professional Development and Technical Assistance**

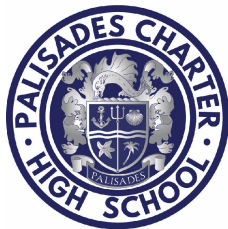
The Executive Director/Principal or designee shall ensure that the PCHS liaison and other appropriate PCHS personnel participate in homeless education training and other technical assistance activities as deemed appropriate by the CDE Office of the State Coordinator for Homeless Education at least annually. Such professional development and technical assistance shall include, but are not limited to, improving the identification of children and youth experiencing homelessness, recognizing signs that a student is at risk of or experiencing homelessness, understanding terms related to the definitions of homelessness used by the U.S. Departments of Education and Housing and Urban Development, understanding the PCHS's homeless education program policies, and understanding and meeting the specific needs of children and youth experiencing homelessness [42 U.S.C. § 11432(d)(5); 42 U.S.C. § 11432(f)(6); 42 U.S.C. § 11432(g)(1)(J)(iv); 42 U.S.C. § 11432(g)(6)(A)(ix); Cal. Educ. Code § 48851.3(c); Cal. Educ. Code § 48852.5].

## **Expanded High School Graduation Pathways**

The Executive Director/Principal or designee shall report annually to CDE the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from PCHS-established graduation requirements that are in addition to statewide coursework requirements (Cal. Educ. Code § 51225.1).

## **Local Control and Accountability Plans**

When there are at least 15 students experiencing homelessness in the PCHS, the local control and accountability plan (LCAP) shall include goals and specific actions to improve the student achievement and other outcomes of students experiencing homelessness (Cal. Educ. Code § 52052, 52060, 52064).



# PALISADES CHARTER HIGH SCHOOL

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## **Policy Review and Revision**

The Executive Director/Principal or designee shall review PCHS policies at least once every three years and recommend updates to ensure the removal of any barriers to the education of children and youth experiencing homelessness, including unaccompanied youth. Any such review shall address the school identification, enrollment, and retention of these students, including the removal of educational barriers due to outstanding fees or fines, or absences. In reviewing and revising PCHS policies, consideration also shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. [42 U.S.C. § 11432(g)(1)(I); 42 U.S.C. § 11432(g)(7)(B); 42 U.S.C. § 11434a(6); Cal. Educ. Code § 48851.3(b)].

## **Dispute Resolution**

The Executive Director/Principal or designee shall ensure that disputes that arise over eligibility, school selection, or school enrollment are mediated and resolved in keeping with the conditions outlined in the federal McKinney-Vento Act and related CDE guidance [42 U.S.C. § 11432(g)(3)E)].

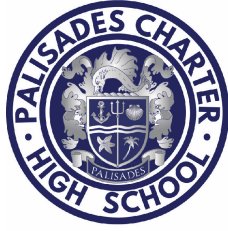
Approved by the Palisades Charter High School Board of Trustees on \_\_\_\_\_



# Coversheet

## Academic Accountability Committee Update

**Section:** III. Board Committees (Stakeholder Board Level Committees)  
**Item:** A. Academic Accountability Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AAC Board Report 12\_12\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **Academic Accountability Report Board of Trustees Meeting December 12, 2023**

### **November 30, 2023 Meeting Recap**

The AAC Committee met to solidify requested information from departments/programs at PCHS and to generate a schedule for those presentations. The department/program presentations begin in January 2024 and will run through October 2025. Both the requested information and calendar are attached here for final review. The committee also heard an update from the Pali Period Task Force.

### Pali Period Task Force Updates:

- Self-selected Pali Period window inefficient
- How to select the Pali Period is also ineffective; students don't know how or are not informed
- Safety Drills seemed too excessive
- Students want more intervention Pali Periods

Next Meeting: January 25, 2023



## Schedule of Presentation to Academic Accountability Committee

### 2023-2024 School Year

1. Career Technical Education – January 2024
2. Advanced Placement Program and Dual Enrollment – February
3. Testing Program and Counseling Department – March
4. Credit Recovery and Intervention – April
5. Virtual Academy – May

### 2024-2025 School Year

6. Ninth Grade Literacy Program – August
7. SLC (Small Learning Community)/PODs – September
8. Pali Academy – October
9. Special Education – November
10. English – January 2025
11. Math – February
12. Science – March
13. Social Studies – April
14. World Languages – May

### 2025-2026 School Year

15. Visual/Performing Arts – August
16. Technical Arts – September
17. Physical Education – October

## Departmental Questions - **DRAFT**

Last Revised: Dec 5, 2023

The PCHS Board of Trustees has tasked The Academic Accountability Committee with gathering information and presenting to the Board information about the academic departments and/or programs at Palisades Charter High School. As part of this review, the Committee will examine the following areas:

- (a) How does your department utilize PLCs and/or SLCs? Provide information on the makeup of each group including how often they meet, and a sampling of what is discussed/reviewed during these meetings.
- (b) How is the department utilizing data, including surveys, assessment scores, etc. to inform curriculum design and decision making? Does the data suggest the implemented interventions are providing the necessary support to students who need them?
- (c) Elaborate on any new courses your department has added within the past 3 years. Please include the course title, a brief description, and other relevant information( A–G, UC Honors, AP, CTE Pathway, etc.).
- (d) Specific steps each course, Professional Learning Community (PLC) or Small Learning Community (SLC) has taken (or is taking) to align the course/curricula are relevant, rigorous, and includes representation from marginalized populations?
- (e) How has your department utilized the self-selected Pali Period time?
- (f) How has your department's curriculum delivery changed since the implementation of our 1:1 Device Program?
- (g) Provide a candid, honest, and detailed discussion of the department's strengths and challenges. Include areas in which the Board of Trustees can aid the department, steps the administration and department are taking to improve areas where the department is challenged and solidify areas of strength.
- (h) Provide any other information the department believes would be helpful to the Academic Accountability Committee and the Board of Trustees.

## **Program Questions - DRAFT**

*Last Revised: Dec 5, 2023*

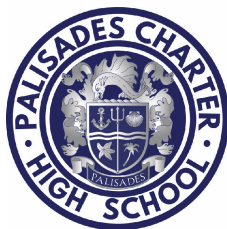
The PCHS Board of Trustees has tasked The Academic Accountability Committee with gathering information and presenting to the Board information about the academic departments and/or programs at Palisades Charter High School. As part of this review, the Committee will examine the following areas:

- (a) General overview of the program including specific labels/identifiers and their definitions unique to your program.
- (b) Size and scope of the program. Include relevant information regarding number of faculty or staff, student enrollment numbers, which classes (if any) are included as part of the program. Elaborate on any new courses added within the past 3 years. Please include the course title, a brief description, and other relevant information( A–G, UC Honors, AP, CTE Pathway, etc.).
- (c) Qualifications/policies for a student to enter the program. How does a student complete and/or exit the program? How, if any, is the program/grades denoted on transcripts or student records so that the community is aware of their participation?
- (d) How does the program utilize data (assessment scores, enrollments, surveys, etc.) to inform program-wide decision making? How is the program being evaluated?
- (e) Provide a candid, honest, and detailed discussion of the department's strengths and challenges. Include areas in which the Board of Trustees can aid the department, steps the administration and department are taking to improve areas where the department is challenged and solidify areas of strength.
- (f) Provide any other information the department believes would be helpful to the Academic Accountability Committee and the Board of Trustees.

# Coversheet

## Budget & Finance Committee Update

**Section:** III. Board Committees (Stakeholder Board Level Committees)  
**Item:** B. Budget & Finance Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Budget Com Meeting Minutes 12\_04\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

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REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE  
MONDAY, DECEMBER 4, 2023  
3:30-5:00 PM, Library

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

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

*ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.*

## **I. PRELIMINARY:**

A. Call to Order & Roll Call - R Rodman called the meeting to order @ 3:42 pm.

In attendance: R Rodman, S Margiotta, D Gronich, S Sherkanov, J Lande. Non-Voting Members: P Magee, JP Herrera. Please see original sign in log for list of guests.

B. Public Comments – No public comments made.

C. Approval of Minutes from November 6, 2023 – Minutes were inadvertently not posted so approval is pending Jan. 2024 B&F Committee meeting.

## **II. REPORTS**

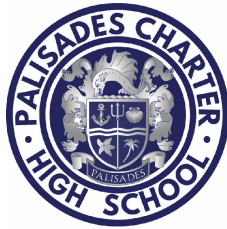
A. Executive Director - P Magee reported and PCHS is looking at instructional minutes and possible needed adjustments because 7<sup>th</sup> period is not as popular but it is counted in the overall instructional minutes. She agreed to follow up Grant purchases for chemistry labs.

B. CBO Report - JP Herrera reviewed report and it stands as submitted. He also reported that transportation RFPs will be submitted to the administrative Transportation Committee for review and other administrative sub-committees will review security and janitorial RFPs.

C. Fundraising & Development – R Rodman reported that Giving Tues. raised \$37,000. The PCHS Fund has raised \$225K year to date.

D. ASB Treasurer Report – J Lande reported that things are going well. He discussed the issue with the Prom venue which as since been resolved with no financial revisions.

E. Booster Club - R Rodman reported that Giving Tuesday raised \$15,000 for the Booster Club. She suggested creating our own "Giving Day" for both the PCHS Fund and Booster Club in years to come because there are so many asks now on Giving Tuesday. Booster Club has raised \$180,000 of their \$250,000 goal year to date. They continue to grant requests money and she highlighted the seed \$ for Robotics and they are also looking at supporting Moot Court. Boosters will do follow-ups at the end of the year and into 2<sup>nd</sup> semester. There are 45 banner donors (compared to 76 last year). Holiday Party is on Dec. 13, 2023. D Gronich also reported that she continues to follow up with J Roepel regarding what was purchased from the Legion Grant in order to report out. JP Herrera will follow up. She noted that follow-up also needs to be done on the Legion Grant of \$20,000 for Chemistry plus the \$25,000 raised during the paddle raise at the Booster Auction.



# PALISADES CHARTER HIGH SCHOOL

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- F. Credit Card Purchases-JP Herrera reported that there is no credit card purchase report to review this month. It will be brought to the committee in January 2024.

#### IV. **NEW BUSINESS** (DISCUSSION & POSSIBLE ACTION ITEMS):

- A. 2023-24 First Interim Financial Report - JP Herrera reviewed and stands as submitted. S Margiotta made a motion to approve the 2023/2024 First Interim Financial Report. D Gronich seconded the motion. The motion carried unanimously with no absentions.
- B. 2023-24 LCAP Revision - JP Herrera reviewed the revised 2023/2024 LCAP and it stands as submitted.
- C. PCHS Policies & Procedures - JP Herrera reported that these are in process of being updated beginning with the fiscal side as it pertains to fundraising, teams, club/team donation requests, etc.

#### V. **OTHER:**

Date of Next Regular Meeting: January 22, 2024. Agenda items must be submitted to B&F Committee Recording Secretary by January 15, 2024 @ 2pm (via EMAIL).

Meeting was adjourned at 4:48 pm.

# Coversheet

## State Testing Data

**Section:** V. Academic Excellence  
**Item:** A. State Testing Data  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** State Testing Board Presentation 12\_12\_2023.pdf



# PCHS State Testing 2022-2023

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**Lisa Saxon, PCHS Testing Coordinator**  
**Monica Iannessa, Assistant Principal**



# Content

**01**

## **CAASPP Math**

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Smarter Balanced CAT and PT  
Grade 11 only

**02**

## **CAASPP English**

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Smarter Balanced CAT and PT  
Grade 11 only

**03**

## **State/District/School Comparisons**

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State of California, LAUSD, and  
other high-performing schools

**04**

## **School Response**

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Professional Development,  
Staffing, and Student Supports



# Participation Rate

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We tested more than **99 percent** of students, with Grade 11 English and U.S. History teachers administering tests during their classes. This is a marked increase, and the planning and coordination allowed us to focus on instruction, not testing, during the final month of the school year.



# 01

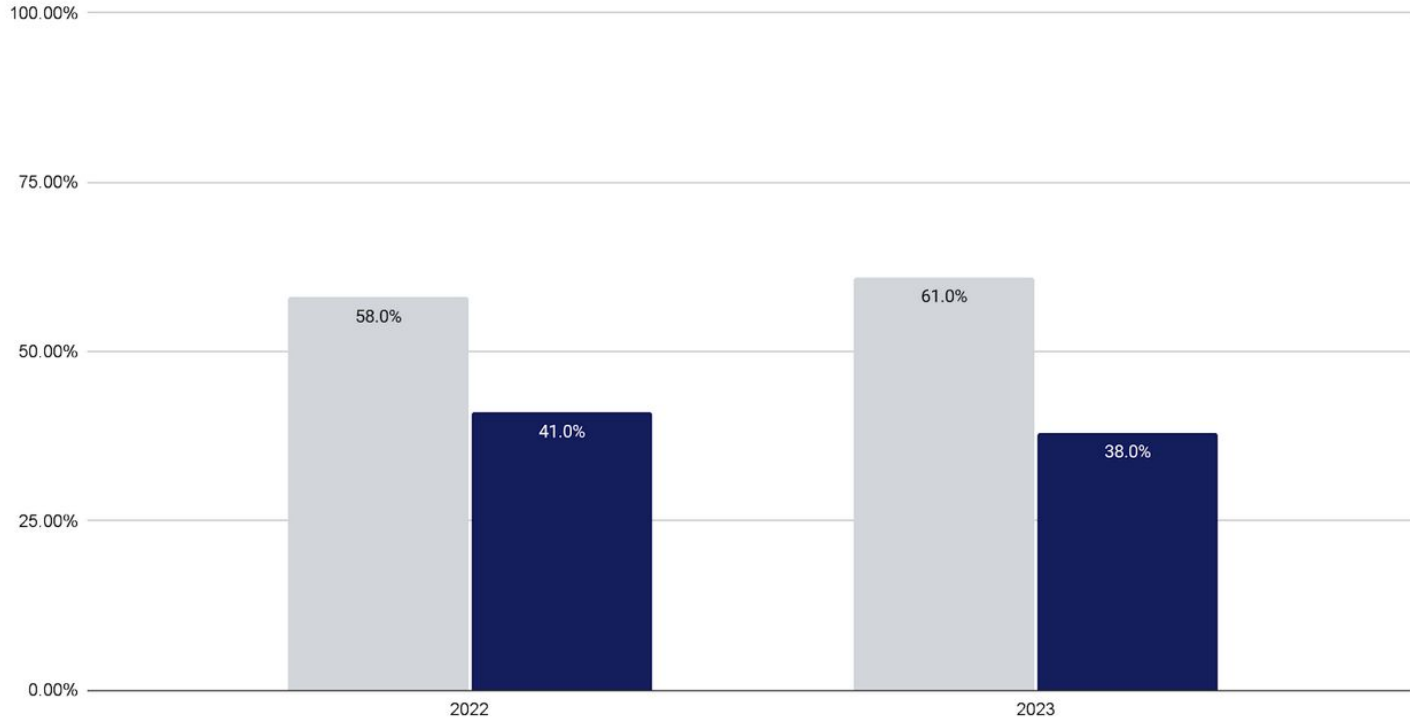
# CAASPP Math

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**2022-2023 11th-grade class (current seniors)**

# Math Results

**Math Two-Year Achievement Levels (All Students)**





# Math Results: Demographic Data

Group	Students Tested	2022 Below	2022 Above	Students Tested	2023 Below	2023 Above
All Groups	713	58%	41%	733	61%	38%
Hispanic/Latino	137	80%	19%	165	75%	24%
Asian	39	20%	79%	49	24%	75%
Black or African American	72	91%	8%	64	93%	6%
White	392	51%	48%	389	55%	44%
Race of two or more	62	43%	56%	49	57%	42%
Filipino	10	30%	70%	6	66%	33%
English Learner	5	100%	0%	4	100%	0%
Reclassified Fluent English Proficient (RFEP)	92	73%	26%	96	73%	25%



# 02

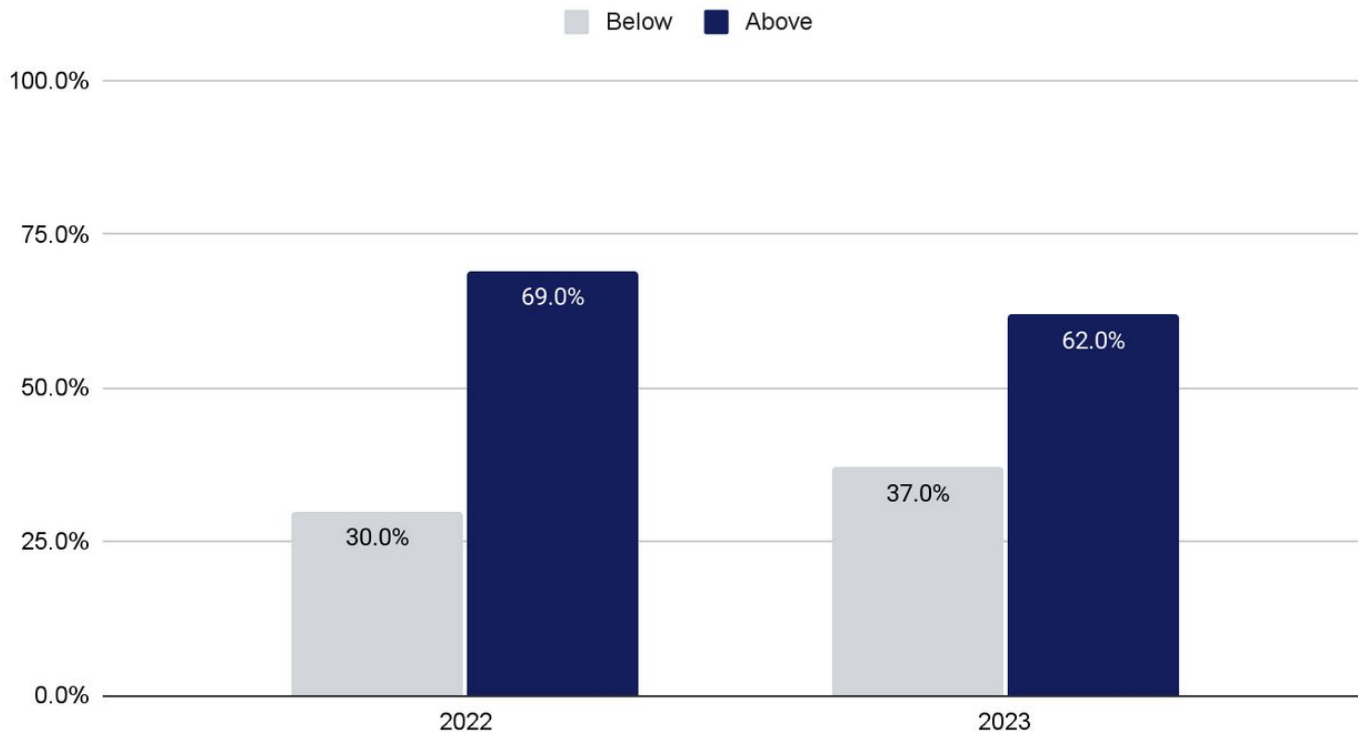
# CAASPP ELA

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**2022-2023 11th-grade class (current seniors)**

# ELA Results

## ELA Two-Year Achievement Levels (All Students)



# ELA Results

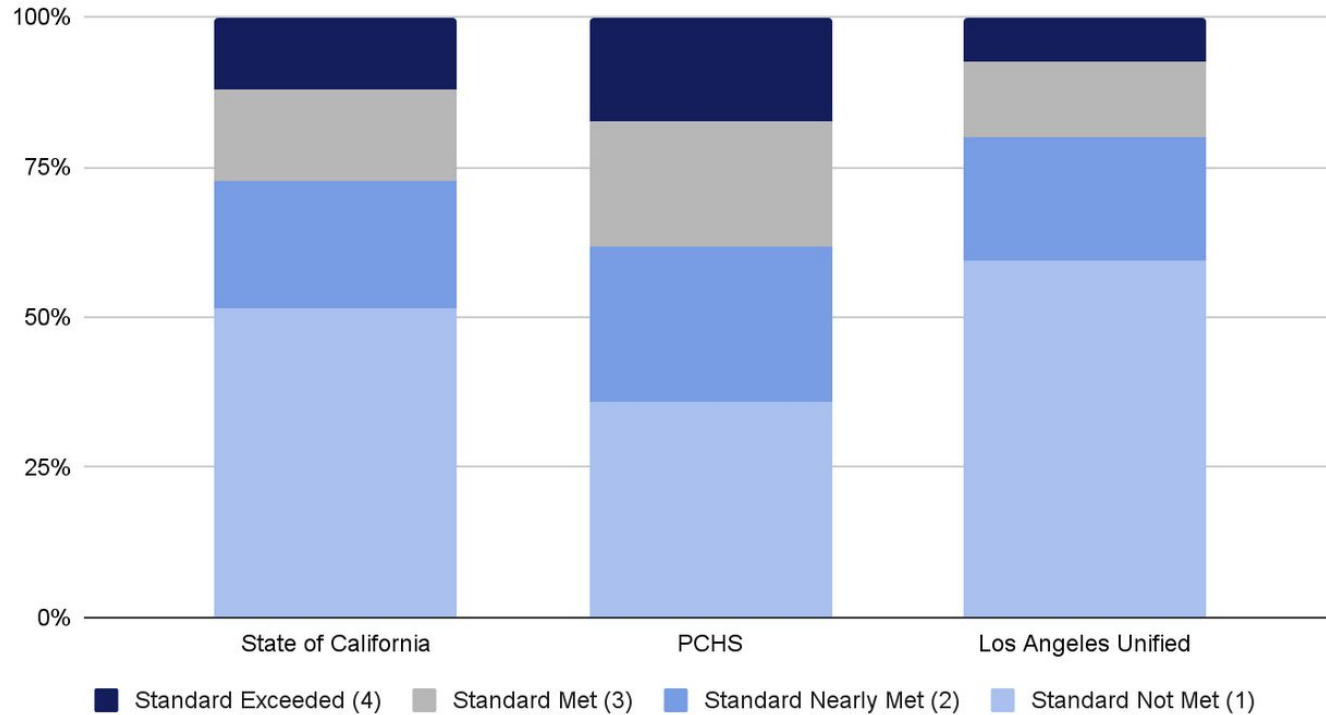
Group	Students tested	2022 Below	2022 Above	Students Tested	2023 Below	2023 Above
All Groups	706	30%	69%	734	30%	69%
Hispanic/Latino	140	45%	55%	165	37%	62%
Asian	40	15%	85%	49	8%	91%
Black or African American	72	52%	47%	64	56%	43%
White	381	26%	73%	389	26%	73%
Race of two or more	62	11%	88%	49	14%	85%
Filipino <input type="checkbox"/>	10	10%	90%	6	33%	66%
English Learner	5	100%	0%	3	100%	0%
Reclassified Fluent English Proficient (RFEP)	94	43%	56%	96	47%	52%



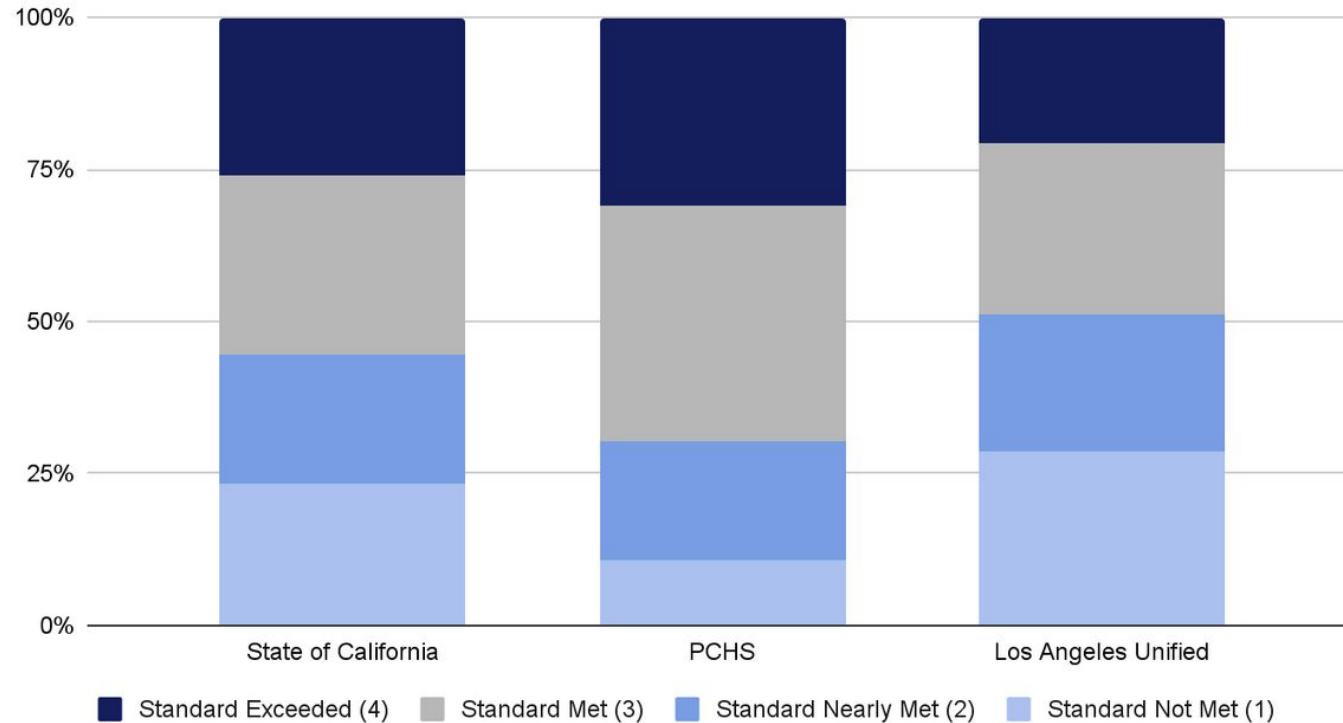
# 03 State/District/School Comparisons

2022-2023 11th-grade class (current seniors)

## 2022-23 Achievement Level Distribution - Grade 11



## 2022-23 Achievement Level Distribution - Grade 11



# Math – High-Performing Schools

Reporting categories	Pali	Granada Hills	Santa Monica
Mean Scale Score	2589.0	2622.5	2623.1
Standard Exceeded (4)	17.33 %	25.94%	26.55%
Standard Met (3)	21.01 %	22.18%	24.32%
Standard Nearly Met (2)	25.65 %	24.01%	20.19%
Standard Not Met (1)	36.02 %	27.86%	28.93%

# ELA – High-Performing Schools

Reporting categories	Pali	Granada Hills	Santa Monica
Mean Scale Score	2624.9	2652.9	2680.7
Standard Exceeded (4)	30.97 %	42.73%	55.96%
Standard Met (3)	38.74 %	34.09%	27.12%
Standard Nearly Met (2)	19.51 %	15.73%	10.03%
Standard Not Met (1)	10.78 %	7.45%	6.90%

## SPED STUDENT MATH PROGRESS 2 years

YEAR	11th grade Sped Students	No. of Students Tested	Participation Rate	Test Score	Number of students who scored	Percentage	Meets and Exceeds Rates
2021-2022	41	27	66%	4	0	0%	11%
				3	3	11%	
				2	3	11%	
				1	21	78%	
2022-2023	39	39	100%	4	5	13%	26%
				3	5	13%	
				2	10	25%	
				1	19	49%	

**Table 1: Summative ELPAC Participation Rate**

<b>Year</b>	<b>Number of EL Students Enrolled</b>	<b>Number of EL Students Tested</b>	<b>Percent of EL Students Tested</b>	<b>Less than 95% on ELPAC Summative</b>
2022-23	21	21	100%	No
2021-22	26	25	96%	No

## Table 2: English Learner Progress Indicator (2023)

### \*Internally Tracked ELPI: English Language Progress Indicator

Status Level And Status Score	Numerator (Students who progressed at least one ELPI level or maintained a score of 4)	Denominator (Students with ELPAC scores for both 2021-22 and 2022-23)	Percentage of EL students making progress toward English Language proficiency	Tested Less than 95% on ELPAC Summative
<b>VERY HIGH/5</b>	13	19	84.2	<b>NO</b>
Students who progressed at least one ELPI level				11
Students who maintained a Level 4				2
Students who maintained lower LEPI levels or decreased at least one level				6



# 04

## School Response

PCHS Goals 2022-2025

# Target Goals for 2023-2026 school year

## Board School Goal

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**PCHS will continue to provide rigorous relevant curriculum meeting the needs of diverse learners.**

The 9th-grade POD program was revamped to introduce students to CTE pathways. English, Math, and Social Studies continued to explore and implement culturally relevant curriculum and equitable grading processes.

## LCAP Goal

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30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard, exceeded or standard met in ELA and Math) **MET**

## Board School Goal

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**Expand academic intervention access and availability.**

Pali Period, Additional Interventionist, Expanded Tutor Program, Expanded Math Support and Collaboration Classes  
2 Literacy Courses  
Expanded ELD program (from 1 to 5 staff)

## Charter-SPED Focussed Goal

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PCHS shall demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for **“Students with Disabilities” in Math** and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving and **maintaining the “Green”** performance level or higher by the end of the charter term.

# Academic Support for 2023-2026 school year

## School-wide Supports

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**Interventionist services expanded and staff introduced to the referral protocol.**

**Pod Interventions**

**SSTs: 51 SST plans for the Fall 2023**

**There are approx. 355 504 plans**

**Pali Period Intervention Opportunities**

**Increased Study Center Tutoring Program Participation**

## Targeted Supports

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**SPED is monitoring individual student academic growth in Study Seminar classes.**

**The Math department created new PLC teams and provided culturally relevant curriculum PD**

**English 9 teachers are using data to identify students in need of literacy support**

**Fuerza Unida and LSU have combined and are collaborating to increase parent involvement and to increase the leadership capacity and self-efficacy of Latino students. Closed Achievement gap in ELA.**

**Revamped credit-recovery program and curriculum, which will launch in 2024-25**



# Improving Test Taking Culture



## Schoolwide Testing Calendar

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Test Prep Information, California State Testing, and NWEA testing are administered during one week in April.



## Staff Certification

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All staff are receiving training and TOMS accounts to proctor tests.



## Sped Support

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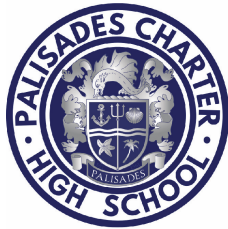
In 2022-2023 school year, LACOE trained the sped department on state testing accommodations.



# Coversheet

## Education for Homeless Children and Youth Policy

**Section:** VI. Education for Homeless Children and Youth Policy  
**Item:** A. Education for Homeless Children and Youth Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Education for Homeless Students Policy.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **Education for Homeless Children and Youth Policy**

### **Statement of Purpose**

The Board of Trustees of Palisades Charter High School (hereafter *the Board*) believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of these students and ensuring that they have access to the same free and appropriate public education (FAPE) provided to other students within Palisades Charter High School (hereafter *PCHS*). PCHS shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students [42 U.S.C. § 11431].

Furthermore, the PCHS Board of Trustees desires to ensure that children and youth experiencing homelessness:

- are provided with equal access to its educational program
- have an opportunity to meet the same challenging California academic standards
- are provided a free and appropriate public education
- are not stigmatized or segregated on the basis of their status as homeless
- are protected from discrimination on the basis of their homelessness

### **Definition of Homeless Children and Youth**

The term "homeless children and youth" is defined as individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.



# PALISADES CHARTER HIGH SCHOOL

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## **PCHS Liaison Designation and Duties**

The Executive Director/Principal shall designate an appropriate staff person to serve as the PCHS homeless education liaison (hereafter *liaison*). The PCHS liaison shall fulfill the liaison duties specified in the federal McKinney-Vento Homeless Assistance Act (hereafter *McKinney-Vento Act*) to support the school identification, enrollment, attendance, and success of children and youth experiencing homelessness. The PCHS liaison also shall fulfill the liaison duties specified in California Education Code, including those related to offering training at least annually to PCHS employees who provide services to students experiencing homelessness; this training shall include information about the PCHS's homeless education program policies and recognizing signs that a student is at risk of or experiencing homelessness [42 U.S.C. § 11432(g)(6)(A); Cal. Educ. Code § 48851.3(c)]

Director of Admissions, Attendance, Compliance  
[attendanceoffice@palihigh.org](mailto:attendanceoffice@palihigh.org) | (310) 230-6629  
 15777 Bowdoin St  
 Pacific Palisades, CA 90272

## **Student Identification**

The Executive Director/Principal or designee shall ensure PCHS identifies all students experiencing homelessness, including unaccompanied youth, enrolled in the school. To ensure student identification, the Executive Director/Principal or designee shall annually provide and administer a housing questionnaire to all parents/guardians of students and all unaccompanied youth within PCHS. The housing questionnaire shall be based on best practices developed by the California Department of Education (CDE) and include an explanation of the rights and protections that children and youth experiencing homelessness, including unaccompanied youth, have (Cal. Educ. Code § 48851).

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, PCHS either shall make the housing questionnaire available in the parent's, guardian's, or unaccompanied youth's primary language or shall provide an appropriate translation of the housing questionnaire upon request by the parent, guardian, or unaccompanied youth (Cal. Educ. Code § 48851).

The Executive Director/Principal or designee shall collect completed housing questionnaires and report annually to CDE the number of children and youth experiencing homelessness, including unaccompanied youth, enrolled in PCHS as identified using the housing questionnaire (Cal. Educ. Code § 48851).

## **Information Posting**

The Executive Director/Principal or designee shall ensure that the PCHS liaison's contact information and other information on homelessness (including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness) are posted on the PCHS website. Additionally, PCHS will post the contact information of any school employee whose duties include assisting the liaison, if such an employee has been designated (Cal. Educ. Code § 48852.6).





# PALISADES CHARTER HIGH SCHOOL

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## **School Selection**

The Executive Director/Principal or designee shall ensure that school selection decisions (whether the local attendance area school or the school of origin, as defined in the federal McKinney-Vento Act) are made based on the student's best interest, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth. Student-centered best interest considerations shall include, but not be limited to, factors related to the impact of school mobility on the student's achievement, education, health, and safety, and ensuring the student has the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress [42 U.S.C. § 11432(g)(3)(B); Cal. Educ. Code § 48850].

## **Immediate Enrollment**

The Executive Director/Principal or designee shall ensure that children and youth experiencing homelessness are enrolled immediately in PCHS (whether the local attendance area school or the school of origin, as defined in the federal McKinney-Vento Act) even if they are unable to produce records normally required for enrollment—such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation—or if they have missed application or enrollment deadlines during any period of homelessness. Enrollment is defined as “attending classes and participating fully in school activities” [42 U.S.C. § 11432(g)(3)(C)(i); 42 U.S.C. § 11434a(1)].

## **Transportation**

If deemed to be in a student's best interest to attend the school of origin, the Executive Director/Principal or designee shall ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in keeping with the conditions outlined in the federal McKinney-Vento Act, including those regarding the provision of transportation to and from the school of origin across PCHS boundaries [42 U.S.C. § 11432(g)(1)(J)(iii)].

## **Comparable Services**

The Executive Director/Principal or designee shall ensure that each child or youth experiencing homelessness is provided services comparable to services offered to other students in the school, including transportation and educational services for which the student meets the eligibility criteria including, but not limited to, federal Title I services or similar state or local programs, educational programs for students with disabilities, educational programs for English learners, career and technical education programs, programs for gifted and talented students, and school nutrition programs [42 U.S.C. § 11432(g)(4); Cal. Educ. Code § 48850].



# PALISADES CHARTER HIGH SCHOOL

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## **Prohibition Against Segregation or Stigmatization**

The Executive Director/Principal or designee shall ensure that students experiencing homelessness are not stigmatized in any way or segregated in a separate school or separate program within a school based on the student's status as homeless. The Executive Director/Principal or designee also shall ensure that services are not provided in settings within a school that segregate students experiencing homelessness from other students, except as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of students experiencing homelessness [42 U.S.C. § 11432(e)(3)(A); 42 U.S.C. § 11432(g)(1)(J)(i); 42 U.S.C. § 11433(a)(2)(B)(ii)].

## **Student Privacy**

The Executive Director/Principal or designee shall ensure that information about the living situation of a student experiencing homelessness is treated as a student education record, and shall not be deemed to be directory information under the Family Educational Rights and Privacy Act (FERPA) [42 U.S.C. § 11432(g)(3)(G)].

## **Professional Development and Technical Assistance**

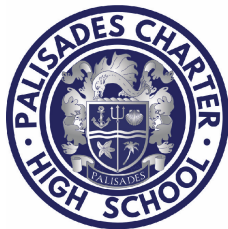
The Executive Director/Principal or designee shall ensure that the PCHS liaison and other appropriate PCHS personnel participate in homeless education training and other technical assistance activities as deemed appropriate by the CDE Office of the State Coordinator for Homeless Education at least annually. Such professional development and technical assistance shall include, but are not limited to, improving the identification of children and youth experiencing homelessness, recognizing signs that a student is at risk of or experiencing homelessness, understanding terms related to the definitions of homelessness used by the U.S. Departments of Education and Housing and Urban Development, understanding the PCHS's homeless education program policies, and understanding and meeting the specific needs of children and youth experiencing homelessness [42 U.S.C. § 11432(d)(5); 42 U.S.C. § 11432(f)(6); 42 U.S.C. § 11432(g)(1)(J)(iv); 42 U.S.C. § 11432(g)(6)(A)(ix); Cal. Educ. Code § 48851.3(c); Cal. Educ. Code § 48852.5].

## **Expanded High School Graduation Pathways**

The Executive Director/Principal or designee shall report annually to CDE the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from PCHS-established graduation requirements that are in addition to statewide coursework requirements (Cal. Educ. Code § 51225.1).

## **Local Control and Accountability Plans**

When there are at least 15 students experiencing homelessness in the PCHS, the local control and accountability plan (LCAP) shall include goals and specific actions to improve the student achievement and other outcomes of students experiencing homelessness (Cal. Educ. Code § 52052, 52060, 52064).



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Policy Review and Revision**

The Executive Director/Principal or designee shall review PCHS policies at least once every three years and recommend updates to ensure the removal of any barriers to the education of children and youth experiencing homelessness, including unaccompanied youth. Any such review shall address the school identification, enrollment, and retention of these students, including the removal of educational barriers due to outstanding fees or fines, or absences. In reviewing and revising PCHS policies, consideration also shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. [42 U.S.C. § 11432(g)(1)(I); 42 U.S.C. § 11432(g)(7)(B); 42 U.S.C. § 11434a(6); Cal. Educ. Code § 48851.3(b)].

## **Dispute Resolution**

The Executive Director/Principal or designee shall ensure that disputes that arise over eligibility, school selection, or school enrollment are mediated and resolved in keeping with the conditions outlined in the federal McKinney-Vento Act and related CDE guidance [42 U.S.C. § 11432(g)(3)E)].

Approved by the Palisades Charter High School Board of Trustees on \_\_\_\_\_

# Coversheet

## One Time Grant Allocation Priorities

**Section:** VII. Survey Results  
**Item:** A. One Time Grant Allocation Priorities  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** PCHS Block Grant - Survey Feedback.pdf

# PCHS BLOCK GRANTS – EDUCATIONAL PARTNERS SURVEY

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DECEMBER 12, 2023

# Survey sent to all Educational Partners in May 2023

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- PCHS solicited feedback from our Educational Partners to identify spending priorities for California State Block Grants
  - Learning Recovery Emergency Block Grant – click [here](#) for FAQ
  - Arts, Music & Instructional Materials Block Grant – click [here](#) for FAQ

LEA NAME	GRANT	Revised Allocation Res. Code 7435
Palisades Charter High	Learning Recovery Emergency Block Grant	\$ 1,581,223
Palisades Charter High	Arts, Music, and Instructional Materials Discretionary Block Grant	\$ 1,785,532
<b>TOTAL</b>		<b>\$ 3,366,755</b>

# TOP 10 – PRIORITY AREAS

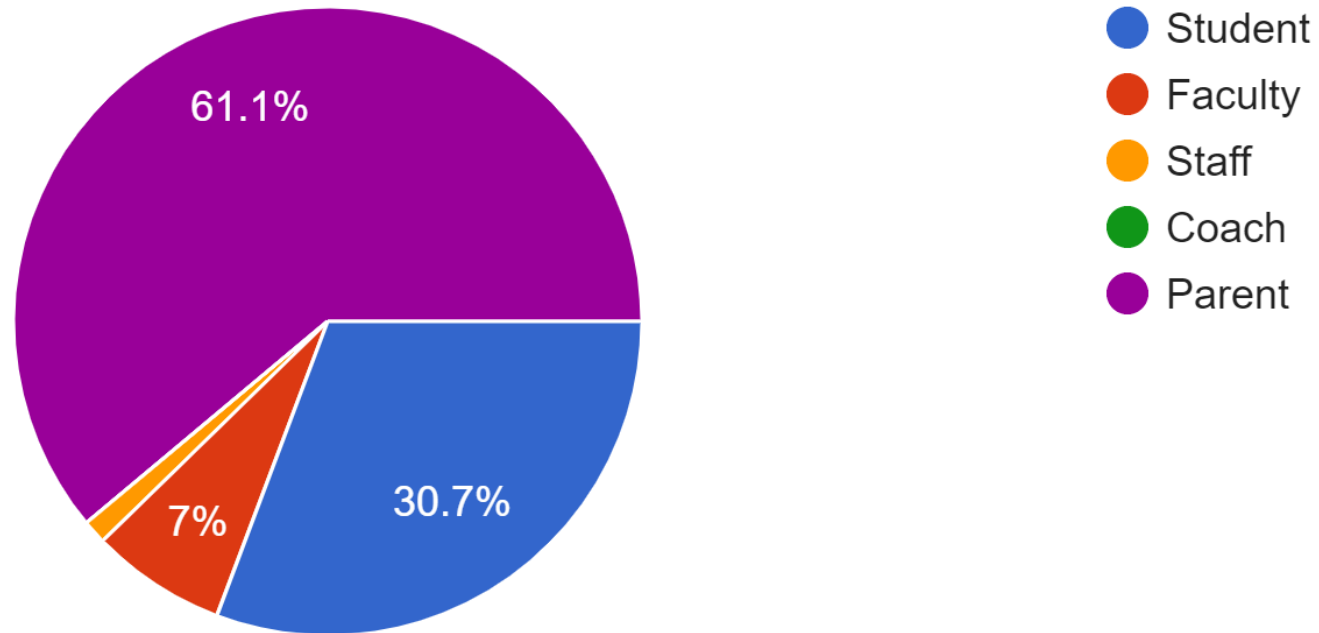
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Based on 244 survey responses, these are the average ratings for each priority area

RANK	DESCRIPTION	SCORE
1	Expand resources to Academic Counseling Office so the counselors can spend more time with students.	8.42
2	Expand resources to College Center so the counselors can spend more time with students.	8.10
3	Modernize/upgrade classrooms.	7.48
4	Modernize technology infrastructure.	7.16
5	Increase in in-class instruction support staff (math/science paraprofessionals and literacy coaches).	7.07
6	Provide additional funding/support for the Visual and Performing Arts Department.	7.00
7	Increase access to in-class instructional materials.	6.96
8	Increase in mental health services.	6.84
9	Increase integration of classroom technology and access to online tools.	6.47
10	Increase outdoor Visual and Performing Arts classroom space.	6.29

## Educational Partner Type

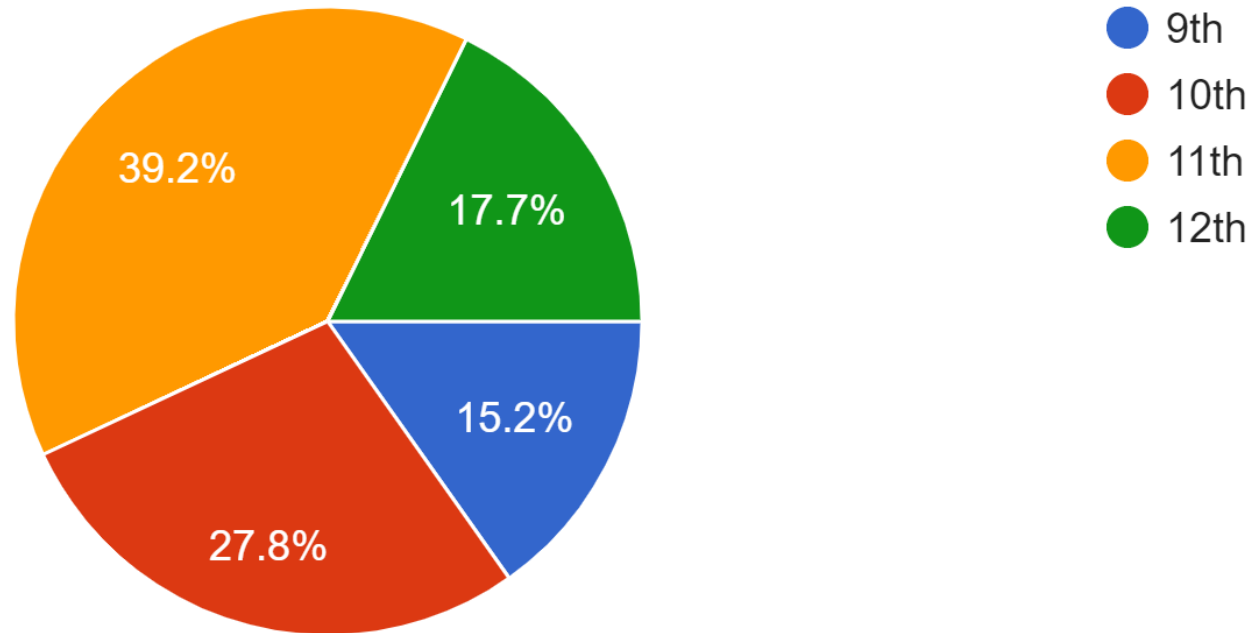
244 responses





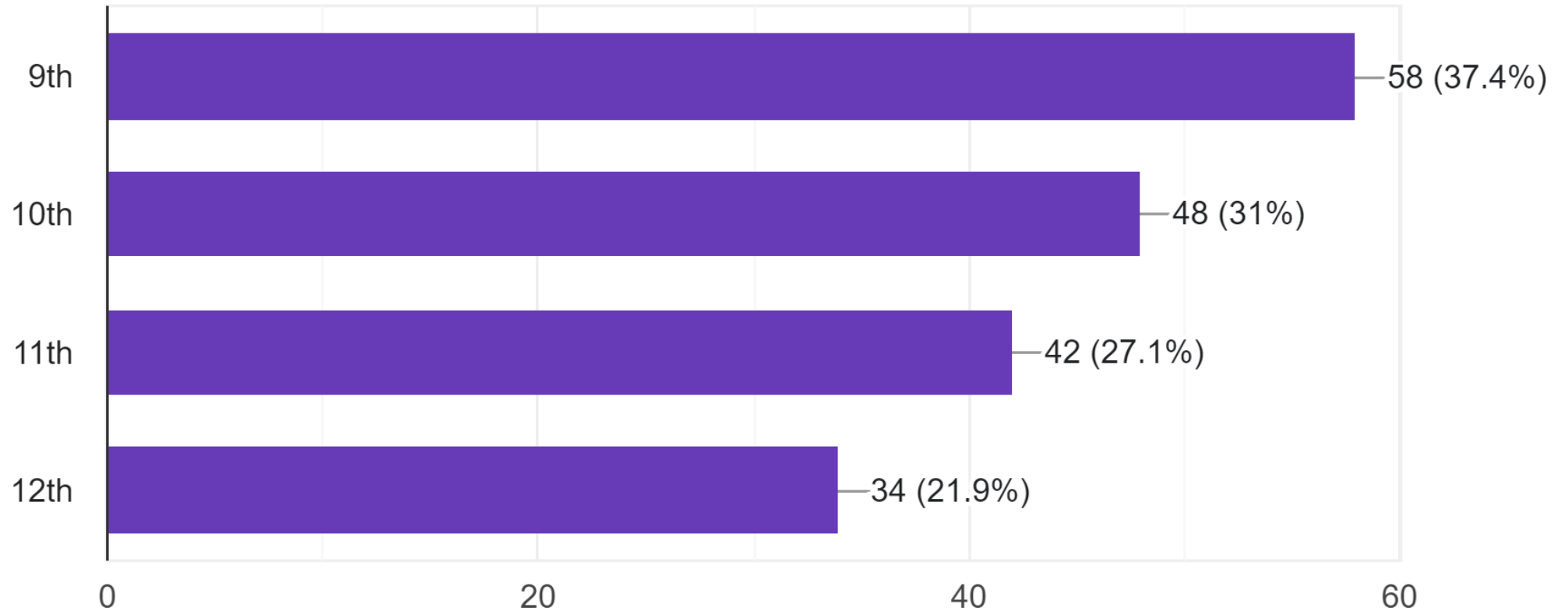
## If you are a student, what grade are you currently in?

79 responses



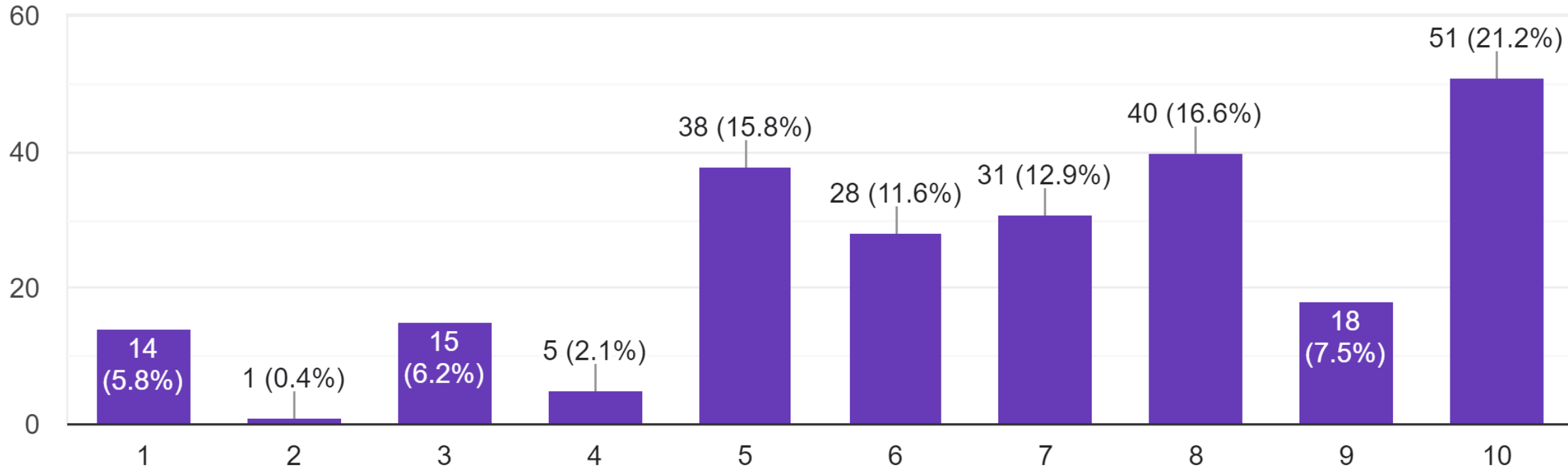
## If you are a parent, what grade(s) are your child/children in?

155 responses



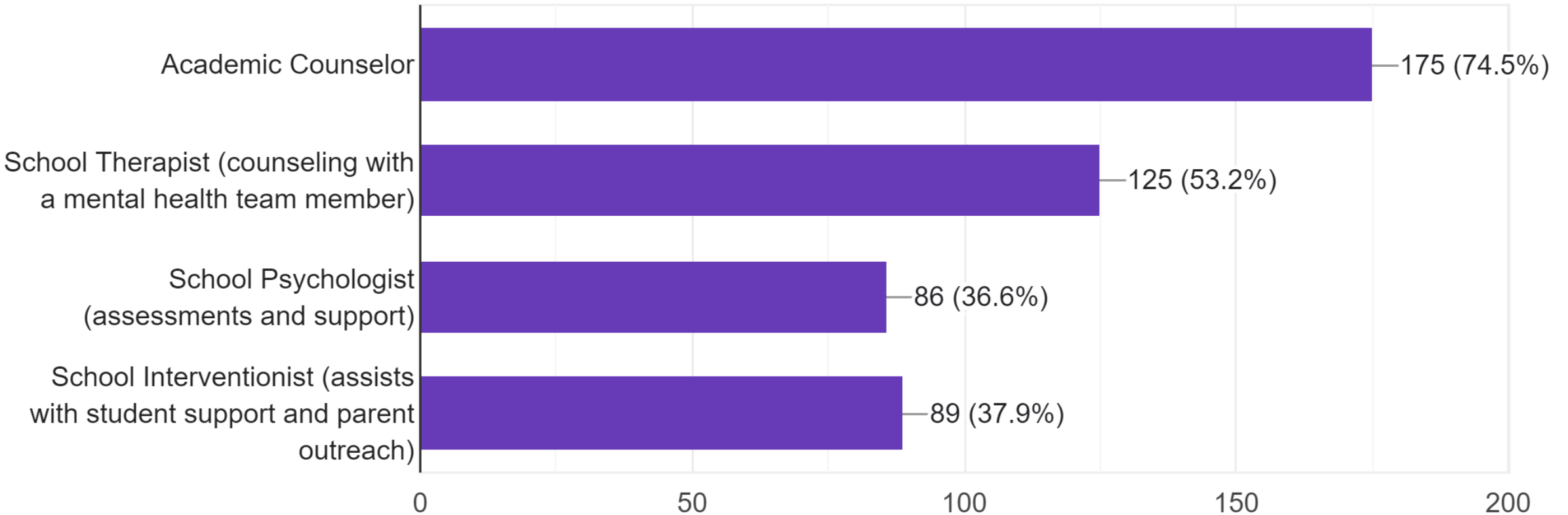
## Increase in mental health services.

241 responses



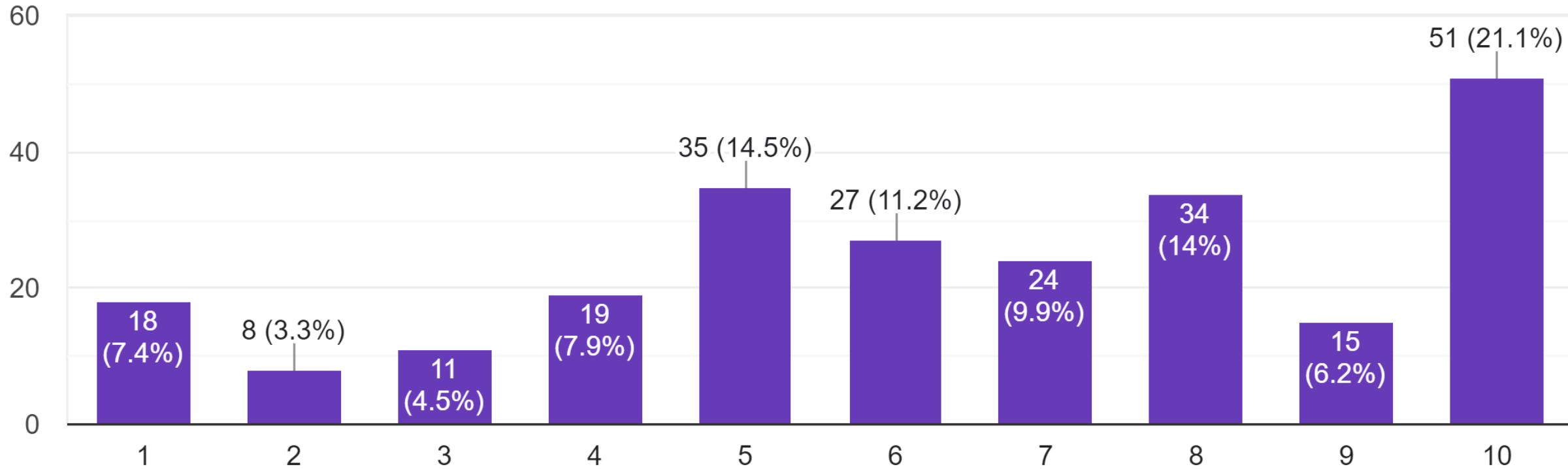
## Please check the following mental health services that should be prioritized.

235 responses



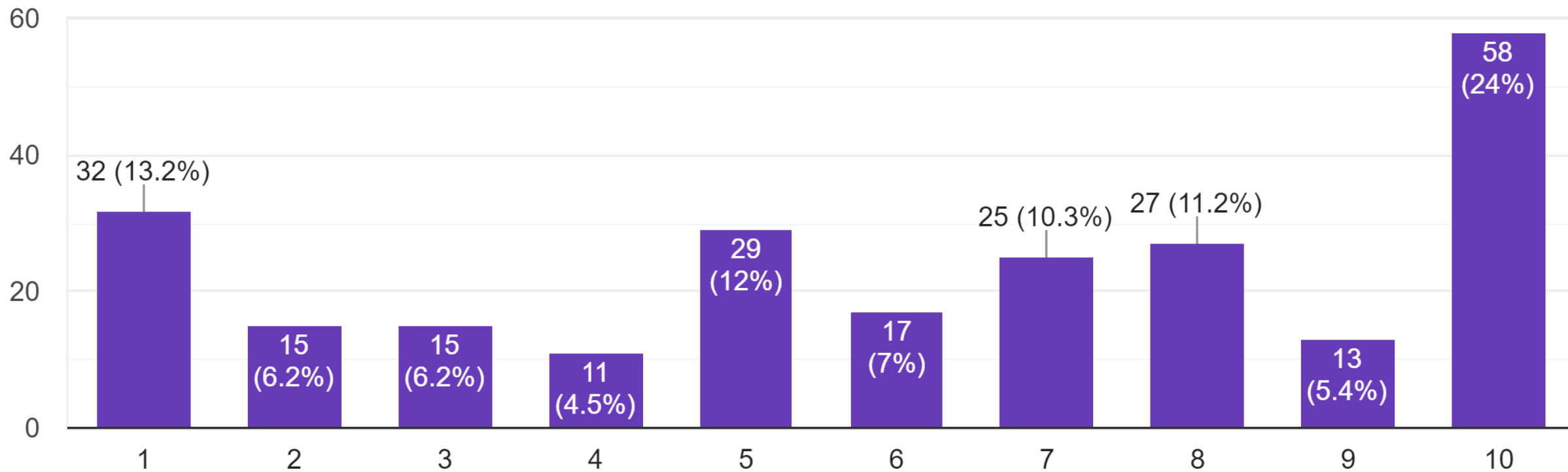
## Increase integration of classroom technology and access to online tools.

242 responses



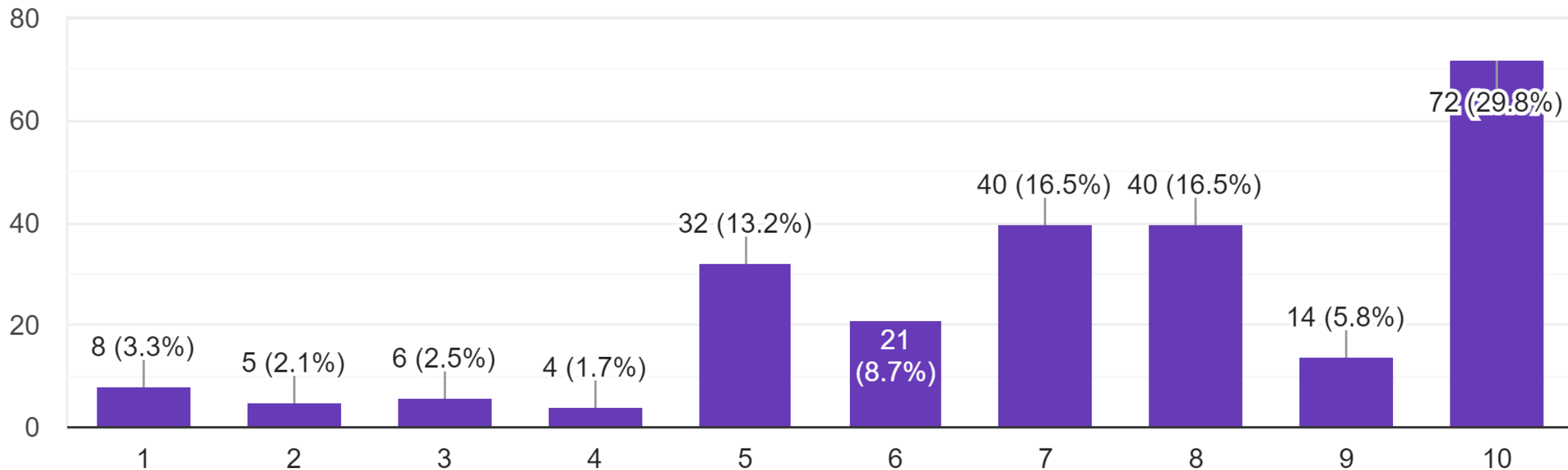
## Increase access to student technology. (1:1 for example.)

242 responses



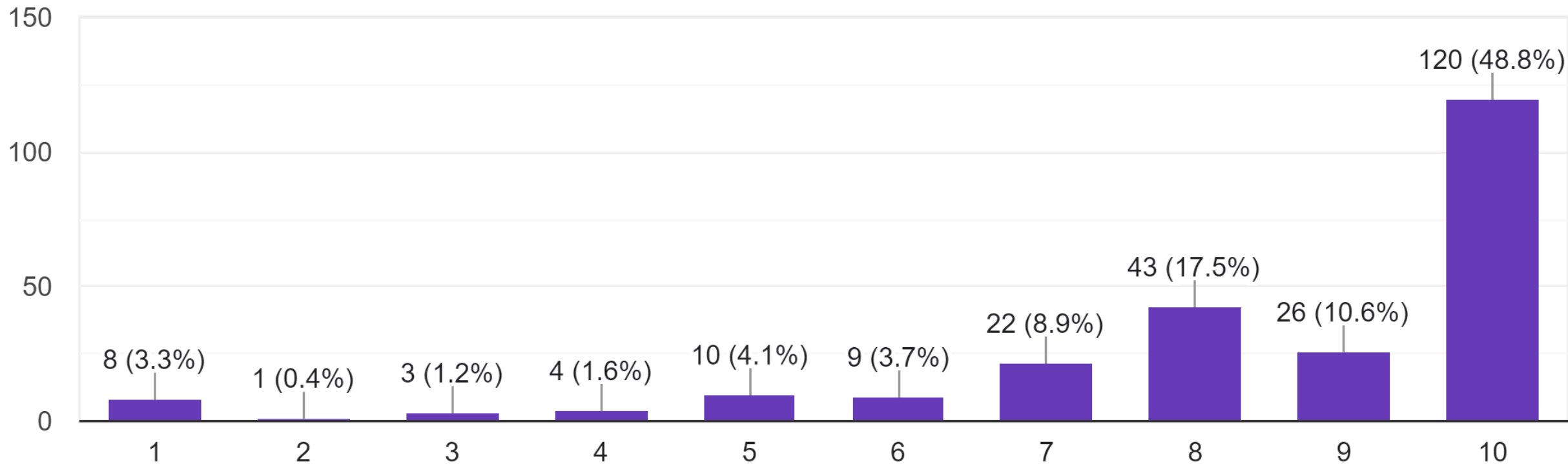
# Provide professional development and training for all staff.

242 responses



# Expand resources to Academic Counseling Office so the counselors can spend more time with students.

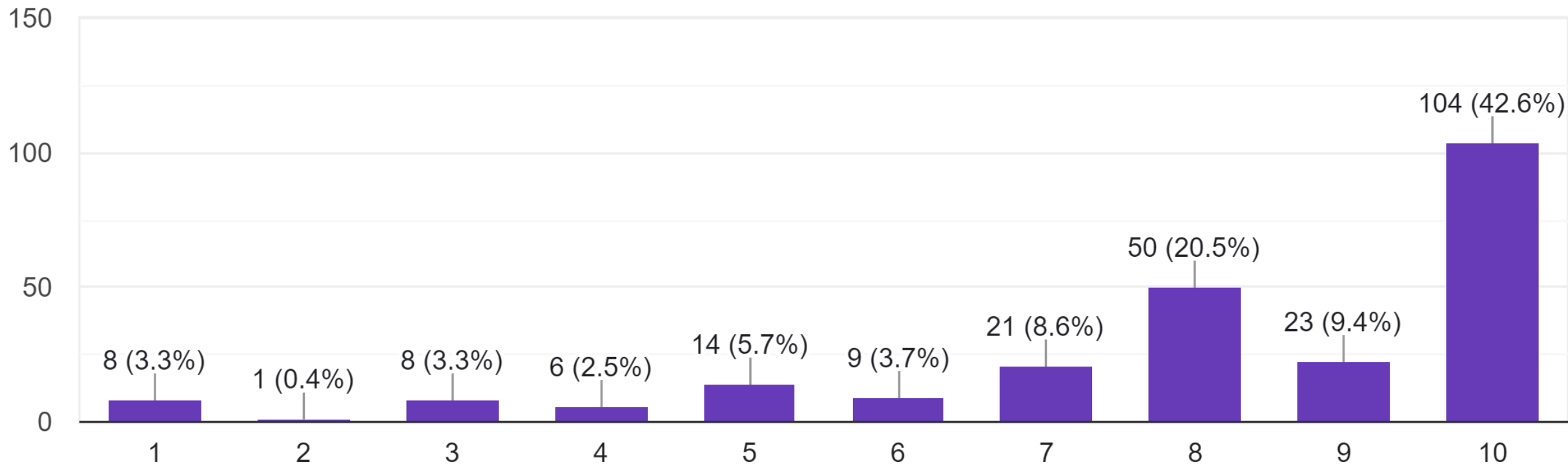
246 responses





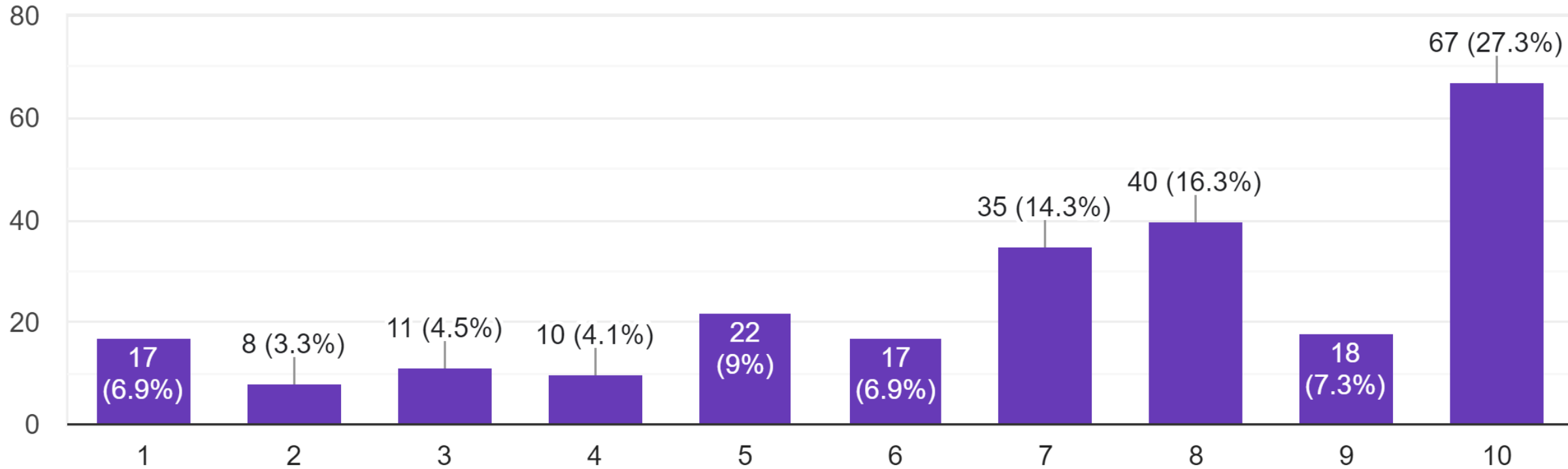
# Expand resources to College Center so the counselors can spend more time with students.

244 responses



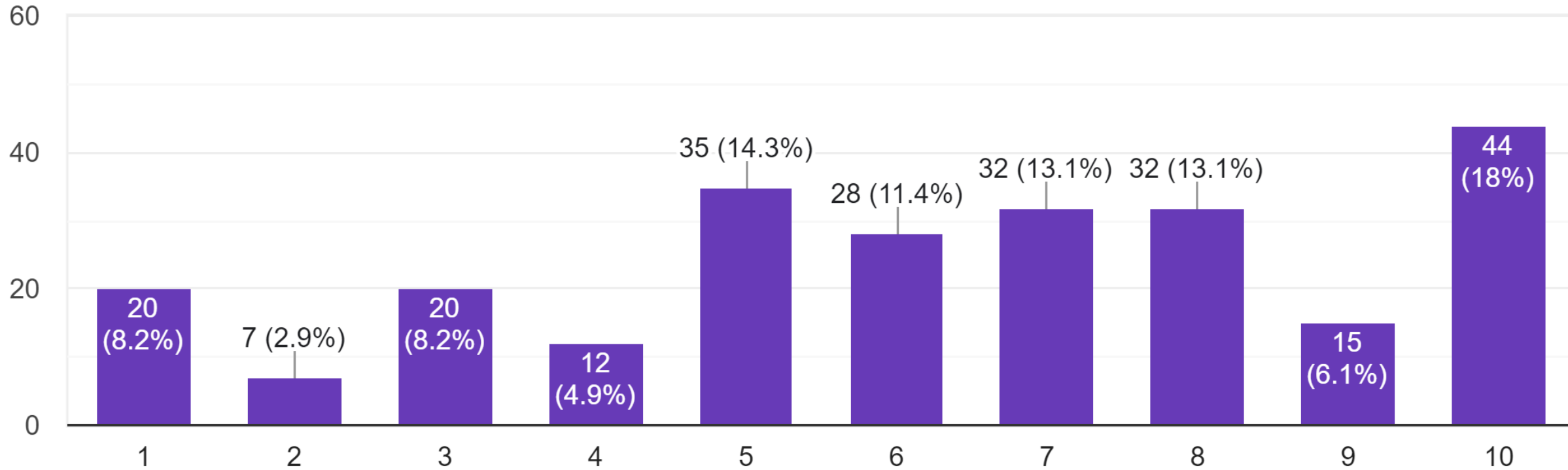
## Provide additional funding/support for the Visual and Performing Arts Department.

245 responses



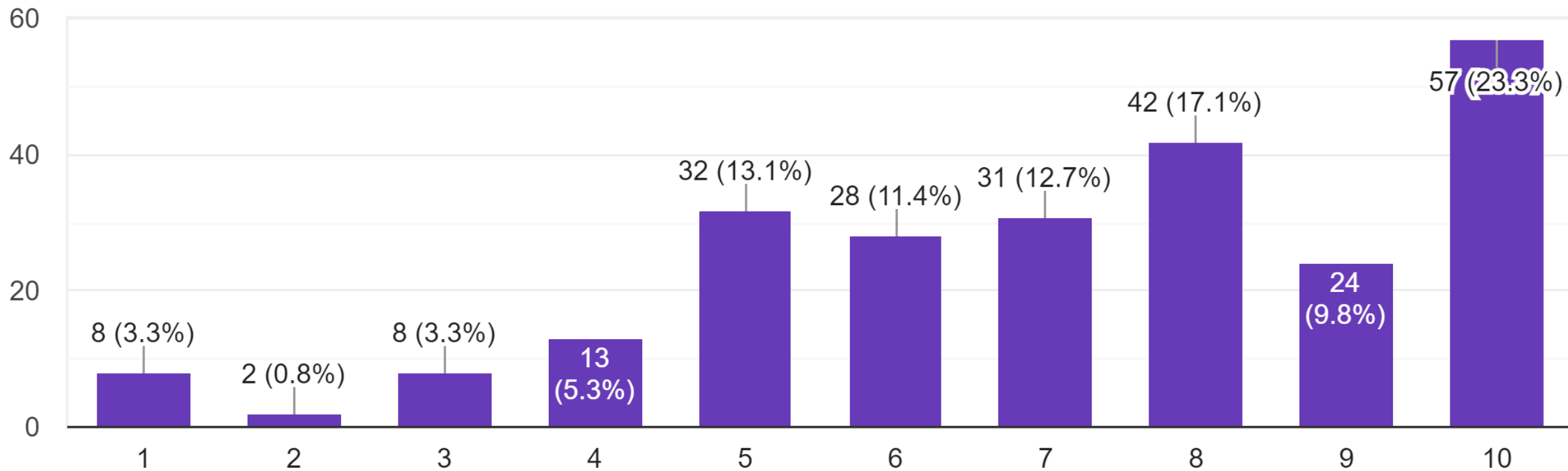
## Increase outdoor Visual and Performing Arts classroom space.

245 responses



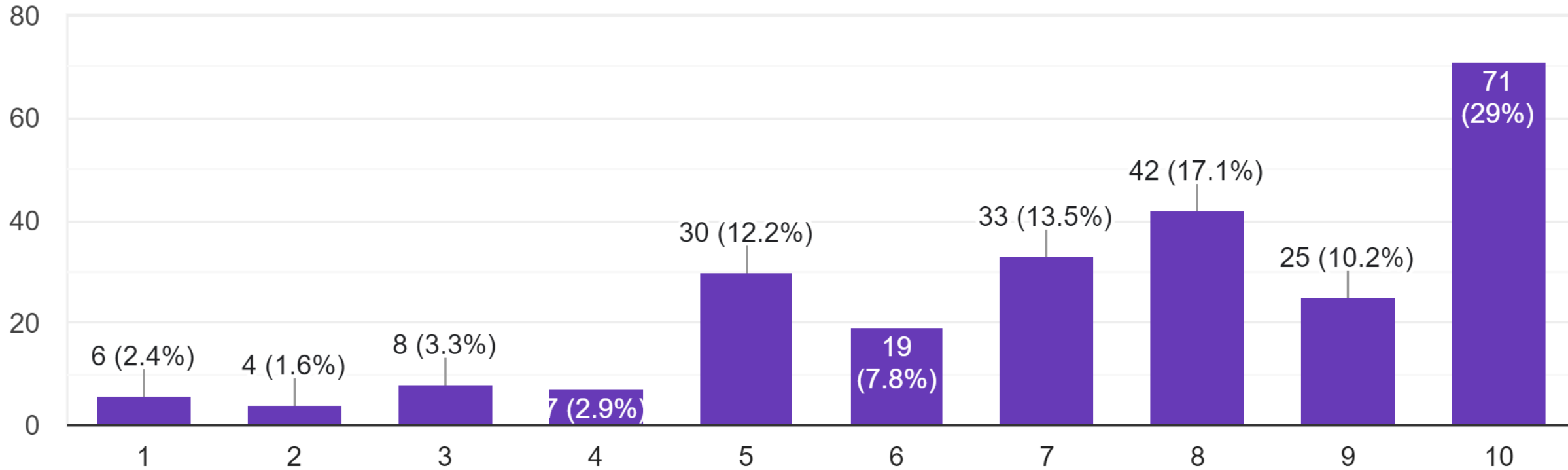
## Modernize technology infrastructure.

245 responses



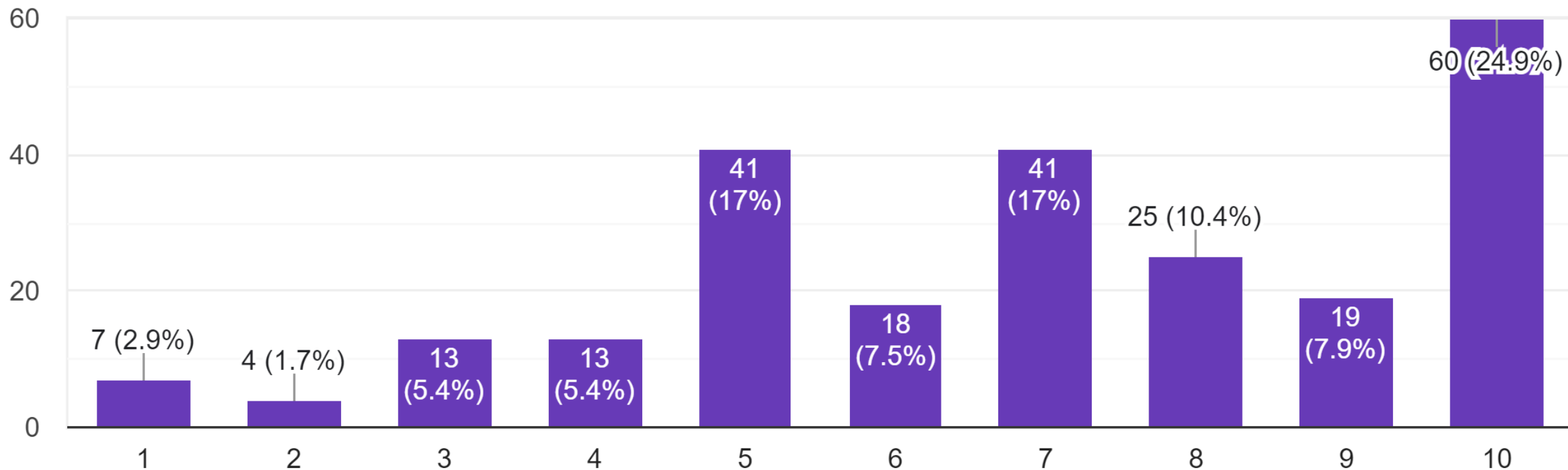
## Modernize/upgrade classrooms.

245 responses



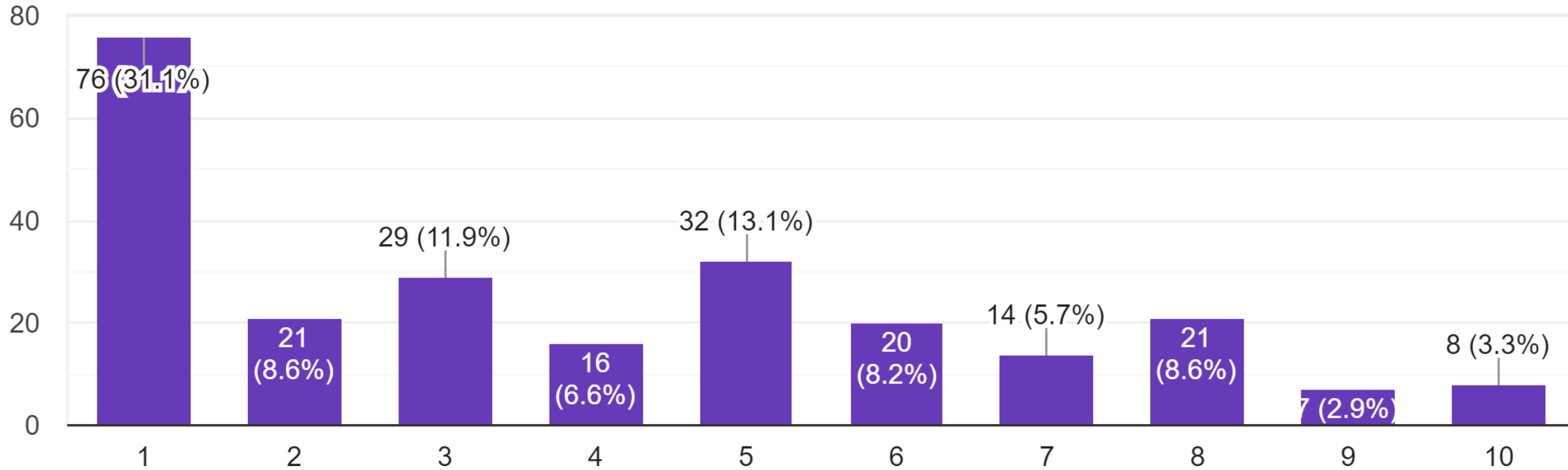
## Increase access to in-class instructional materials.

241 responses



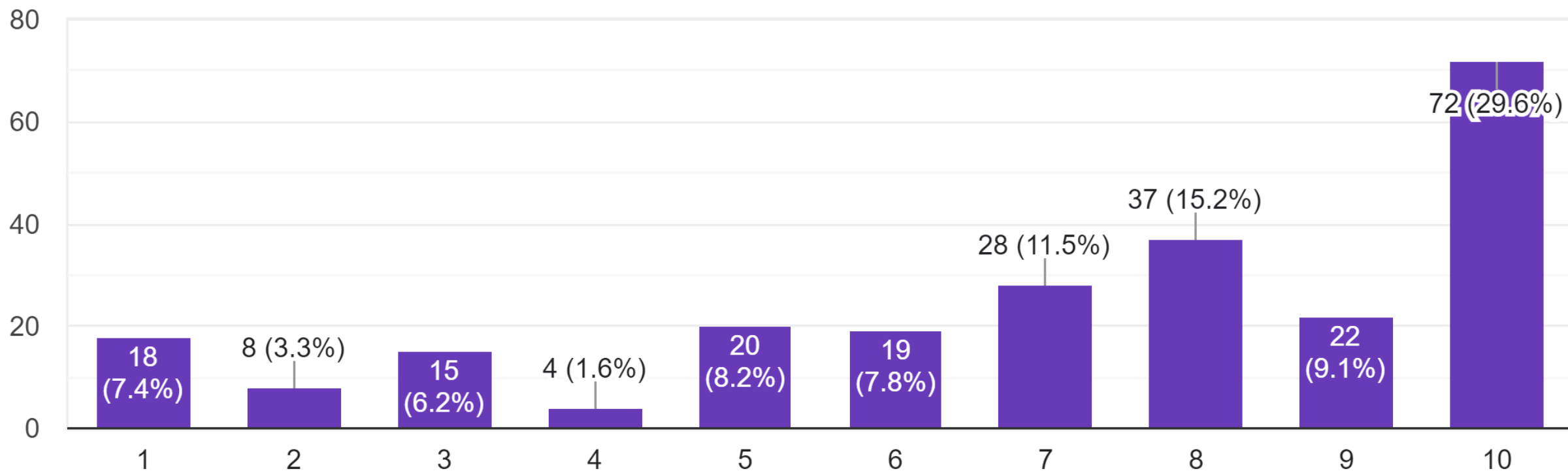
## Extend instructional time (Saturday school, summer school, etc.)

244 responses



# Increase in in-class instruction support staff (math/science paraprofessionals and literacy coaches).

243 responses





# APPENDIX

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## SURVEY DATA

<b>RANK</b>	<b>DESCRIPTION</b>	<b>SCORE</b>
1	Average of Expand resources to Academic Counseling Office so the counselors can spend more time with students.	8.42
2	Average of Expand resources to College Center so the counselors can spend more time with students.	8.10
3	Average of Modernize/upgrade classrooms.	7.48
4	Average of Modernize technology infrastructure.	7.16
5	Average of Increase in in-class instruction support staff (math/science paraprofessionals and literacy coaches).	7.07
6	Average of Provide additional funding/support for the Visual and Performing Arts Department.	7.00
7	Average of Increase access to in-class instructional materials.	6.96
8	Average of Increase in mental health services.	6.84
9	Average of Increase integration of classroom technology and access to online tools.	6.47
10	Average of Increase outdoor Visual and Performing Arts classroom space.	6.29

Row Labels	Average of Increase in mental health services.	Average of Increase access to student technology. (1:1 for example.)	Average of Increase integration of classroom technology and access to online tools.	Average of Provide professional development and training for all staff.	Average of Expand resources to Academic Counseling Office so the counselors can spend more time with students.	Average of Expand resources to College Center so the counselors can spend more time with students.	Average of Provide additional funding/support for the Visual and Performing Arts Department.	Average of Increase outdoor Visual and Performing Arts classroom space.	Average of Modernize technology infrastructure.	Average of Modernize/upgrade classrooms.	Average of Increase access to in-class instructional materials.	Average of Extend instructional time (Saturday school, summer school, etc.)	Average of Increase in in-class instruction support staff (math/science paraprofessionals and literacy coaches).
Faculty	5.88	7.82	7.24	7.59	6.41	5.12	6.12	5.12	7.59	7.88	6.94	5.76	6.12
Parent	7.37	6.55	6.78	7.48	9.01	8.76	7.10	6.21	7.39	7.72	7.35	4.17	7.80
Staff	6.00	5.00	6.67	7.33	3.67	5.50	6.00	6.33	6.50	8.33	5.33	3.67	3.67
Student	6.03	4.93	5.64	7.10	7.88	7.52	7.04	6.70	6.63	6.87	6.28	3.04	6.01
<b>Grand Total</b>	<b>6.84</b>	<b>6.14</b>	<b>6.47</b>	<b>7.37</b>	<b>8.42</b>	<b>8.10</b>	<b>7.00</b>	<b>6.29</b>	<b>7.16</b>	<b>7.48</b>	<b>6.96</b>	<b>3.93</b>	<b>7.07</b>

Education Partner Type	If you are a student, what grade are you currently in?	If you are a parent, what grade(s) are your child/children in?	Increase in mental health services.	Please check the following mental health services that should be prioritized.	Increase in classroom technology and access to online tools.	Increase student technology. (1:1 for all staff.)	Provide professional development and training for all staff.	Expand Academic Counseling Office so the counselors can spend more time with students.	Expand resources to College Center so the counselors can spend more time with students.	Provide additional funding/support for the Visual and Performing Arts Department.	Increase outdoor Visual and Performing Arts classroom space.	Modernize technology/infrastructure.	Modernize classroom e/upgrades.	Increase access to in-class instructional materials.	Extend instructional time (Saturday school, summer school, etc.)	Increase in-classroom instruction (Saturday support staff (math/science and literacy coaches)).
Parent		11th;12th	10	Academic Cou	10	10	10	10	10	6	6	10	10	10	5	10
Parent		10th	7	Academic Cou	1	1	8	10	10	1	1	8	5	8	3	10
Parent		9th	9	Academic Cou	9	9	7	8	7	5	6	9	7	6	3	8
Parent		9th	5	Academic Cou	5	5	10	10	10	1	1	5	10	10	1	10
Parent		9th	5	Academic Cou	5	1	5	10	10	10	6	7	7	6	1	1
Parent		9th	8	Academic Cou	1	1	1	9	9	10	10	4	2	3	1	1
Parent		10th	8	School Therapi	5	6	5	8	8	7	6	7	6	5	6	10
Parent		10th	4	Academic Cou	8	4	8	10	10	10	10	10	7	7	2	5
Faculty			5	School Interve	6	1	5	2	6	5	8	8	10	10	8	6
Parent		11th	8	School Therapi	8	8	7	7	7	7	4	8	6	6	6	5
Parent		9th	7	Academic Cou	10	10	10	10	10			10	10		1	7
Parent		9th;11th	9	Academic Cou	7	7	7	7	10	10	7	7	7	7	3	7
Parent		10th	4	Academic Cou	7	5	7	10	9	8	7	8	10	9	4	6
Parent		11th	10	Academic Cou	5	5	7	10	10	7	5	8	8	8	1	3
Parent		9th;11th	6	School Psychol	5	5	5	10	10	10	10	5	5	3	1	6
Parent		11th	10	Academic Cou	8	8	5	10	10	7	5	5	8	5	1	8
Parent		12th	8	Academic Cou	7	7	8	7	8	7	7	8	7	10	1	8
Parent		9th	7	Academic Cou	3	2	5	7	7	10	10	3	9	3	1	9
Parent		10th	7	Academic Cou	5	1	7	10	10	7	7	10	10	5	5	10
Parent		9th	9	Academic Cou	10	10	10	10	10	8	8	10	8	8	8	9
Parent		12th	9	School Therapi	9	9	9	9	10	10	5	9	7	7	1	8
Parent		12th	10	Academic Cou	10	10	10	10	10	10	10	10	10	10	8	10
Parent		9th;12th	7	Academic Cou	9	6	8	10	10	5	5	8	9	8	5	10
Parent		9th	9	Academic Cou	10	1	10	10	5	1	1	10	10	10	1	10
Parent		11th	10	School Therapist (counsel		10	10	10	10	10	8	10	10	9	3	8
Parent		10th;12th	5	Academic Cou	7	7	9	10	10	8	6	9	9	9	8	9
Parent		12th	7	Academic Cou	10	10	10	10	10	7	7	10	10	10	5	10
Parent		10th	9	Academic Cou	8	7	7	10	10	6	6	10	10	9	8	5
Parent		9th	10	Academic Cou	10	10	5	10	10	10	5	10	10	10	5	10
Parent		11th	1	Academic Cou	8	7	1	10	10	3	3	7	6	3	8	8
Parent		12th	6	Academic Cou	5	2	5	10	10	2	2	8	8	10	6	10
Parent		10th;12th	1		1	1	10	1	1	10	10	1	1	10	1	10
Parent	11th	11th	8	Academic Cou	9	9	10	10	10	8	8	10	10	10	6	8
Parent		10th	10	School Psychol	10	10	10	10	10	10	10	10	10	10	10	10
Student		11th	7	School Therapi	4	2		9	9	9	6	8	9	7	6	8
Parent		9th	9	Academic Cou	10	10	8	10	10	7	7	10	7	8	5	7

Parent		10th	8 Academic Cou	10	10	10	8	10	5	5	5	8	5	8	10
Parent		12th	6 Academic Cou	6	8	1	6	7	9	9	7	8	7	3	8
Student	11th		10 Academic Cou	6	1	10	10	7	1	1	4	5	6	8	10
Parent		9th;12th	8 School Therapi	6	4	7	8	8	4	4	9	10	7	4	10
Parent		9th	8 School Therapi	7	10	10	8	6	7	7	4	7	7	7	8
Student	9th	9th	1 School Interve	5	6	1	1	1	1	3	4	3	1	1	1
Parent		12th	3 Academic Cou	4	2	7	8	8	4	4	7	3	3	1	10
Parent		11th	7 Academic Cou	9	8	9	9	9	8	8	9	9	9	8	9
Parent		10th	6 Academic Cou	10	10	10	10	10	10	10	10	10	10	8	8
Parent		11th	5 Academic Cou	5	5	5	10	10	7	7	5	5	5	2	5
Parent		11th	7 Academic Cou	7	8	5	8	8	5	5	7	6	6	1	3
Parent		9th;12th	10 Academic Cou	10	7	9	10	10	7	3	8	9	5	5	7
Parent		10th	10 School Therapi	10	10	5	7	7	7	1	10	7	4	4	10
Student	10th		6 Academic Cou	10	10	10	7	5	9	9	10	10	10	1	5
Parent		9th;11th	10 Academic Cou	9	8	3	7	3	10	10	6	3	4	3	3
Parent			6 Academic Cou	10	7	10	10	10	6	8	10	8	5	7	6
Parent		9th;11th	6 Academic Cou	6	9	8	10	10	7	8	10	10	10	6	7
Student	12th		6 Academic Cou	4	1	10	8	7	6	6	5	4	4	3	5
Student	12th		6 Academic Cou	5	8	8	4	3	10	10	4	5	7	4	5
Student	11th		8 School Interve	4		3	4	6	4	3	6	3	4	6	6
Parent		10th	1 Academic Cou	10	10	3	5	10	6	6	10	10	10	5	3
Parent		9th;12th	10 School Therapi	9	8	9	8	8	9	9	9	9	9	9	9
Parent		10th	7 Academic Cou	7	5	7	10	10	1	1	10	10	10	1	10
Parent		9th	7 Academic Cou	1	1	5	10	8	10	6	1	4	5	4	10
Parent		9th	10 School Therapi	5	5	7	9	9	8	8	8	7	8	5	7
Parent		11th;12th	6 Academic Cou	10	10	10	10	7	10	10	10	10	10	5	8
Parent		10th	7 School Therapi	4	5	8	5	8	3	3	9	9	5	1	2
Parent		10th;11th	7 Academic Cou	5	5		8	8	3	3	3	8	5	2	5
Parent	9th	9th	9 Academic Cou	8	8	9	9	8	10	9	8	8	9	7	8
Student		10th	10 School Interve	8	6	8	10	6	7	8	10	10	7	1	3
Parent		9th	10 School Therapi	10	10	10	10	10	7	5	10	10	10	7	10
Faculty			1	10	10	1	10	1	1	1	10	10	1	10	1
Faculty			8 Academic Cou	6	8	6	8	8	8	6	6	6	5	9	9
Parent		11th	8 Academic Cou	2	2	2	7	10	10	10	3	7	3	1	2
Parent		11th	4 Academic Cou	6	10	10	10	10	8	8	8	6	8	6	7
Parent		10th	10 Academic Cou	8	10	9	10	7	9	6	8	9	10	3	7
Student	12th		10 School Therapi	4	2	7	8	9	8	6	5	5	6	3	8
Parent		9th	7 Academic Cou	10	9	6	9	7	8	8	9	7	7	5	9
Parent		11th	3 Academic Cou	5	5	6	5	4	5	5	7	7	8	3	9
Student	10th		3 Academic Cou	10	3		8	8	10	10	7	1	3	1	2
Parent		9th	10 Academic Cou	10	10	7	10	10	8	8	10	8	10	8	10
Student	9th		8 School Therapi	1	1	8	10	10	5	5	5	8	5	1	10
Student	10th		6 Academic Cou	4	6	7	9	8	7	7	6	7	6	3	3
Parent		10th	3 Academic Cou	3	2	2	6	9	2	2	2	9	4	2	10
Parent		9th;12th	10 Academic Cou	6	4	8	10	10	10	8	9	10	6	5	8
Parent		9th	9 School Interve	10	7	10	7	8	10	10	8	8	8	8	9

Parent	10th	5 Academic Coui	4	3	6	10	10	9	7	4	6	4	2	8
Student	10th	3 Academic Coui	4	5	7	8	8	5	4	4	9	5	1	1
Student	10th	5 Academic Coui	4	1	7	10	10	10	10	4	5	2	1	3
Student	11th	6 Academic Coui	4	1	8	10	10	3	3	5	7	7	6	8
Student	10th	5 Academic Coui	6	1	2	10	9	10	9	6	6	7	2	1
Parent	9th	10 Academic Coui	6	6	10	10	9	8	8	5	8	7	7	9
Parent	11th	5 Academic Coui	4	3	10	10	10	3	3	8	10	10	4	10
Student	10th	5 Academic Coui	1	1	9	4	2	10	7	1	1	4	3	2
Student	11th	7 Academic Coui	5	2	7	7	8	10	10	6	7	7	3	7
Parent	12th	8 Academic Coui	6	7	6	9	9	8	7	6	7	7	7	10
Parent	12th	5 Academic Coui	10	10	10	10	10	10	7	8	10	10	5	10
Parent	10th	6 School Psychol	8	5	7	10	8	5	5	6	6	7	6	7
Parent	9th	8 Academic Coui	10	10	8	8	8	10	8	10	8	8	1	6
Student	9th	5 School Psychol	8	8	6	8	8	7	9	9	10	10	5	10
Parent	9th;12th	5 Academic Coui	4	10	10	10	5	10	5	5	7	8	3	10
Faculty		6 Academic Coui	6	10	10	10	4	8	3	6	10	10	10	10
Faculty		8 School Therapi	10	10	10	7	7	8	4	10	10	10	4	7
Student	10th	5 Academic Coui	4	5	5	7	7	8	5	7	10	9	4	6
Student	10th	9 Academic Coui	5	10	10	10	5	1	1	10	5	5	1	1
Student	10th	1 Academic Coui	5	10	10	10	5	1	1	10	6	5	1	1
Parent	11th	6 Academic Coui	10	10	10	10	10	10	8	10	10	10	6	8
Parent	12th	9 Academic Coui	8	4	10	10	10	9	7	7	10	10	7	10
Parent	12th	8 Academic Coui	7	7	6	7	5	3	3	9	6	7	3	2
Parent	11th	5	6	2	7	8	8	8	3	6	8	7	3	6
Parent	10th;12th	8 School Therapi	8	5	3	5	5	10	10	8	8	5	3	3
Parent	9th	10 School Therapi	8	8	5	9	8	9	9	8	7	7	2	5
Student	10th	5 Academic Coui	3	10	10	6	6	8	6	8	9	5	1	7
Student	10th	8 Academic Coui	7	7	8	7	5	9	9	7	5	6	3	8
Student	9th	3 Academic Coui	1	4	5	10	4	7	7	6	10	10	1	5
Parent	10th	5 Academic Coui	6	8	6	8	5	2	2	8	5	10	8	10
Parent	10th;12th	5 Academic Coui	10	10	7	10	10	6	6	10	9	9	1	8
Parent	10th	9 School Therapi	3	3	7	7	8	8	5	7	9	6	1	7
Student	10th	9 Academic Coui	9	6	9	10	8	9	9	8	8	9	6	8
Parent	11th	8 School Interve	8	8	8	8	8	8	8	8	7	7	5	8
Student	10th		10	3	5	8	8	10	5	8	3	5	2	9
Student	10th	6 Academic Coui	3	3	6	6	3	10	10	4	4	4	1	3
Parent	11th	8 Academic Coui	3	3	8	10	8	8	5	10	10	5	1	8
Parent	11th	10 School Therapi	4	4	8	10	10	10	10	4	10	5	1	10
Parent	9th	Academic Coui	3	5	5	10	10	1	1	5	5	7	5	6
Parent	9th	10 Academic Coui	7	7	8	10	8	8	7	10	10	7	9	8
Student	12th	5 Academic Coui	6	8	6	10	6	8	8	8	4	10	3	9
Parent	10th;12th	5 Academic Coui	5	5	10	10	10	5	5	5	10	5	1	10
Student	12th	10 Academic Coui	10	10	10	10	10	10	10	10	10	10	6	10
Student	11th	10 Academic Coui	10	2	10	10	10	10	10	10	10	10	3	10
Parent	10th	10 Academic Coui	10	10	10	10	10	10	10	10	10	10	10	10
Parent	9th	5 Academic Coui	5	5	7	8	8	8	8	5	8	5	8	10

Parent	10th;12th	6 Academic Cou	10	10	6	10	10	6	6	6	2	10	2	8
Student	11th	7 Academic Cou	8	9	6	8	9	10	10	9	8	9	6	5
Student	11th	7 Academic Cou	4	6	5	10	10	7	10	6	1	10	2	7
Parent	11th	10 Academic Cou	6	5	7	9	10	4	4	7	8	9	4	10
Parent	10th	7 Academic Cou	7	7	9	10	10	9	8	8	10	4	4	5
Parent	11th	5 School Therapi	5	10	10	8	5	5	5	10	10	10	1	10
Parent	11th	Academic Cou	8	8	8	8	8	8	9	8	9		6	
Parent	9th	10 Academic Cou	10	10	10	10	10	10	10	10	10	10	10	10
Student	12th	7 School Therapi	1	5	6	7	8	10	10	9	5	3	1	6
Parent	10th	8 Academic Cou	8	8	8	10	8	5	5	6	6	7	5	7
Parent	9th	8 Academic Cou	5	5	10	10	10	8	8	5	9	5	5	8
Student	11th	1 Academic Cou	1	1	10	10	10	10	10	1	5	1	1	10
Parent	11th	10 School Therapi	8	10	7	8	8	9	8	8	7	5	6	8
Parent	9th	10 School Therapi	9	10	10	8	7	8	7	10	8	8	7	9
Faculty		7 Academic Cou	8	8	10	8	8	3	3	9	10	8	7	10
Parent	11th	6 School Interve	6	10	6	8	8	10	9	8	9	7		
Parent	10th	5 Academic Cou	8	7	7	9	6	6	6	6	4	7	4	6
Parent	10th	8 Academic Cou	7	6	6	9	9	6	7	6	6	5	5	6
Parent	11th	8 Academic Cou	6	7	5	10	10	8	8	8	10	7	5	9
Student	10th	10 Academic Cou	9	7	10	6	8	5	10	5	9	9	1	10
Parent	9th	3 Academic Cou	2	2	4	10	10	10	4	6	5	5	1	10
Parent	9th;10th;1	8 Academic Cou	5	1	7	8	8	9	5	7	10	5	1	7
Parent	10th	9 Academic Cou	8	7	8	8	8	10	3	8	8	9	9	10
Parent	10th	6 Academic Cou	2	3	8	9	7	7	6	8	5	4	1	10
Student	11th	5 Academic Cou	5	4	7	8	7	6	5	5	8	6	4	5
Parent	9th;12th	7 Academic Cou	6	6	7	9	9	8	6	6	6	5	5	6
Parent	11th	8 Academic Cou	10	9	7	10	10	9	7	10	9	8	1	2
Parent	11th	10 School Therapi	8	8	10	8	7	9	9	9	10	10	5	7
Student	9th	1	10	10	10	5	5	1	3	10	10	7	1	2
Parent	10th	8 Academic Cou	6	4	7	10	9	4	4	7	7	6	3	8
Student	11th	10 School Therapi	10	1	10	8	10	5	5	7	9	9	6	10
Parent	9th	7 School Psychol	8	3	8	10	8	7	5	6	6	6	1	9
Parent	9th	7 School Interve	10	10	7	7	7	7	7	10	10	10	6	8
Parent	9th	9 Academic Cou	5	7	8	10	10	4	5	5	5	7	2	10
Parent	12th	10 School Interve	10	10	10	10	10	5	5	5	5	5	5	5
Parent	9th;11th	8 Academic Cou	7	8	10	10	10	7	6	8	8	10	5	10
Parent	10th	10 Academic Cou	10	6	10	10	10	8	6	9	10	10	1	10
Student	10th	4 Academic Cou	8	5	3	9	9	10	10	7	5	5	1	1
Student	11th	7 School Psychol	7	2	10	10	10	1	1	4	6	10	1	10
Student	9th	6 Academic Cou	9	10	7	10	10	6	7	8	10	6	5	3
Parent	9th	10 Academic Cou	8	10	5	10	10	1	1	8	8	10	1	3
Faculty		10 Academic Cou	10	10	10	10	10	7	7	10	10	10	8	10
Faculty		1 Academic Cou	5	10	10	1	1	3	1	7	8	3	1	1
Student	10th	5 Academic Cou	6	3	10	8	8	9	8	5	7	7	4	7
Faculty		8 School Therapi	6	6	10	9	9	2	3	5	4	7	6	8
Student	10th	5 Academic Cou	6	4	6	10	10	5	5	8	9	7	1	4

Parent	9th	5 Academic Cou	10	10	8	10	10	6	6	10	10	6	2	8
Student	12th	5 School Therapist (counsel	10	10	1	5	10	6	3	10	5	8	1	3
Student	11th	8 School Therapi	4	9	6	10	10	6	9	8	9	4	2	10
Staff		School Interve	10		5	1		1	1		10	10	1	1
Student	12th	10 Academic Cou	7	7	8	10	8	5	5	8	10	8	1	5
Parent	10th	8 Academic Cou	7	9	9	10	10	7	7	9	8	9	9	10
Parent	10th	6 Academic Cou	5	5	8	9	9	10	5	7	6	7	2	5
Student	12th	7 Academic Cou	9	4	8	8	8	10	3	10	10	10	5	8
Parent	10th	3 School Therapi	3	3	5	10	10	2	2	3	7	3	1	10
Student	12th	6 School Therapi	5	6	7	10	10	6	6	5	5	5	3	9
Parent	10th;12th	5 Academic Cou	2	2	5	10	10	8	5	5	8	2	1	
Parent	9th	7 Academic Cou	8	8	8	9	9	9	2	9	7	8	1	9
Parent	12th	10 School Therapi	3	9	3	10	10	10	10	6	4	10	10	10
Student	11th	3 Academic Cou	1	1	5	7	6	10	10	1	10	1	1	1
Student	11th	6 Academic Cou	7	6	9	10	10	6	5	10	10	7	5	10
Parent	10th;11th	10 Academic Cou	10	8	10	10	10	10	7	7	7	7	7	10
Faculty		9 Academic Cou	9	10	8	8	8	7	7	6	5	4	4	7
Faculty		6 School Therapi	8	9	10	3	3	5	5	9	10	10	8	9
Student	11th	7 School Therapi	10	7	7	4	7	10	6	9	8	10	3	3
Parent	9th	10 Academic Cou	6	8	7	8	6	10	7	3	5	6	1	8
Parent	10th	1 Academic Cou	1	1	6	1	1	1	1	1	1	1	6	2
Faculty		10 Academic Cou	8	10	10	10	8	8	7	8	8	8	8	8
Student	11th	8 School Therapi	9	10	6	5	10	10	9	6	7	3	1	7
Parent	10th	5 Academic Cou	4	3	5	10	10	10	9	6	5	5	1	6
Parent	10th	6 School Psychol	5	5	10	9	10	3	3	5	5	10	2	10
Student	10th	2	7	8	5	3	3	4	3	6	7	3	2	4
Student	11th	3 Academic Cou	7	4	8	9	9	5	6	7	5	3	2	6
Parent	10th;12th	6 Academic Cou	8	8	5	9	9	2	2	9	8	7	1	7
Parent	9th	9th	6 School Therapi	7	5	7	7	8	7	7	6	7	4	6
Parent	12th	10 School Therapi	5	5	9	10	10	7	7	5	8	9	1	10
Faculty		1	10	10	4	1	1	2	2	10	10	10	2	1
Faculty		5 School Therapi	7	7	8	8	3	10	10	10	10		4	4
Faculty		7 Academic Cou	6	6	10	6	4	7	4	5	5	5	3	7
Parent	9th	9th	10 Academic Cou	6	6	10	10	10	8	8	8	8	10	10
Student	11th	8 Academic Cou	5	1	7	10	8	8	10	10	10	7	8	7
Student	11th	8 School Psychol	1	1	6	7	7	8	3	4	6	5	1	7
Student	11th	8 Academic Cou	8	7	7	10	9	7	5	8	9	8	8	8
Student	10th	7 Academic Cou	7		10	9	8	6	8	9	10	10	9	10
Parent	9th	8 Academic Cou	10	10	10	10	10	10	10	10	10	10	1	6
Parent	11th	10 Academic Cou	10	10	10	10	10	8	8	10	8	10	7	10
Student	12th	3 Academic Cou	5	3	5	6	4	3	1	6	3	2	2	7
Student	12th	10 Academic Cou	5	5	8	8	10	8	8	9	9	8	8	9
Parent	11th	Academic Cou	1	1	7	10	10	1	1	1			1	10
Faculty		5	5	5	2	3	3	10	10	5	5	5	1	1
Student	12th	6 Academic Cou	4	5	5	9	9	8	8	9	8	7	3	5
Parent	11th	5 Academic Cou	2	2	1	10	9	2	1	2	2	2	1	1



Student	9th		1 Academic Coui	1	1	10	10	10	5	10	5	10	7	1	10
Parent		9th;11th	8 Academic Coui	8	6	8	9	10	7	7	7	7	10	7	7
Student	11th	11th	10 School Therapi	10	10	10	10	10	10	10	10	10	10	10	10
Parent		9th	1 Academic Coui	1	1	8	10	10	3	1	5	10	10	3	3
Student	12th		5 Academic Coui	3	3	5	7	5	10	10	3	3	4	1	4
Student	11th		3 Academic Coui	2	1	2	8		9	6	6	8	3	1	5
Student	10th		10	7	8	8	8	7	10	8	6	5	5	5	7
Student	11th		3 Academic Coui	1	1	4	5	8	10	10	1	1	5	1	8
Student	9th		7 Academic Coui	2	2	10	8	8	10	10	3	2	5	2	8
Student	11th		5 School Psychologist (asse		1	4	6	4	10	10	7	10	8	2	3
Faculty			3	3	3	5	5	3	10	6	5	3	5	5	5
Staff			3 Academic Coui	1	1	7	1	1	10	10	3	7	1	3	1
Student	11th		10 Academic Coui	10	10	10	5	5	7	6	6	5	5	1	1
Student	11th		5 Academic Coui	2	1	10	10	10	4	4	7	9	6	7	6
Parent		10th	9 Academic Coui	8	8	9	10	10	8	8	7	8	9	8	10
Parent		9th	7 Academic Coui	5	1	8	10	10	7	7	8	8	7	1	7
Staff			9 Academic Coui	9	9	10	9	10	7	8	10	8	5	7	9
Student	11th		5 Academic Coui	8	7		6	8	7	7	7	8	9	5	5
Parent		10th	10 Academic Coui	6	10	8	10	10	10	10	10	8	8	5	10
Student	11th		4 Academic Counselor			8	10	10	4	4	5	7	7		6
Parent	9th	9th	8 Academic Coui	7	7	5	10	10	7	5	7	7	6	9	10
Parent		9th	8 School Psychol	8	9	8	8	8	5	5	7	8	8	5	9
Parent		9th	10 Academic Coui	5	7	10	10	10	10	10	7	10	10	8	10
Student	11th		5 School Therapi	1	1	6	7	7	4	4	4	7	8	1	9
Parent		11th	8 School Therapi	5	5	10	7	10	5	5	5	10	10	3	10
Student	11th		1	10	10	1	1	1	1	1	10	5	1	1	1

Educational Partner Type	If you are a student, what grade are you currently in?	If you are a parent, what grade(s) are your child/children in?	What do you believe are the most important areas of need that PCHS should prioritize? Please rate the following options with the degree of priority you believe they should receive: A response of "1" is "very low priority," while "10" is "very high priority."	Please share any additional recommendations to use one-time State Grant funds. Please keep in mind, the use of funds should help support student learning, close learning achievement gaps, support academic departments, and to improve school climate and operations.
Parent		11th;12th		
Parent		10th	College Center	
Parent		9th		
Parent		9th		
Parent		9th		I would like to see more support and funding go toward the band programs, especially marching band and indoor percussion. Many of their equipment is in disrepair and falling apart. Their cpu that runs the show's program is so old that it over heats causing disruption during their competition performances resulting in points being lost. On several occasions the chartered competition buses are not maintained and has over heated or broken down on the freeway; this is a safety concern. Like any team sport, band students work very long hours after their school day commitment. At the very least, these students deserve working equipment and safe transport.
Parent		9th		Please put money into the marching band's uniforms and computer system.
Parent		9th		
Parent		10th	Transportation Gaps, long commute	Transportation Gaps, commute to long- kids outside of 2 mile range should have access to other resources as public transportation =2 hours to get home from school if you admit them.
Parent		10th		
Faculty				
Parent		11th		
Parent		9th	world language instruction and options	
Parent		9th;11th		
Parent		10th		
Parent		11th	College preparatory counselling and academic counselling	
Parent		9th;11th		
Parent		11th	College preparatory counseling/academic counseling	
Parent		12th		
Parent		9th		
Parent		10th		i feel everyone should have access to a computer, but do not think that kids with their own computers need another one and that money can be used for other things.
Parent		9th		
Parent		12th		
Parent		12th	Increase in in-class instruction support staff	
Parent		9th;12th		More Academic Counselors and College Prep/Counselors.
Parent		9th		
Parent		11th		
Parent		10th;12th	Quality of teaching staff	
Parent		12th		

Parent	10th		Counselors have been very hard to meet with, especially during the crucial times of the school year. Increasing the counselor count is a must
Parent	9th	Mental health services and visual arts education	Training in emotional intelligence and anti-bullying training for social media
Parent	11th		
		Smaller classes. More counselors. More personalized experience. More class options - sometimes my child had to wait 2-3 weeks to get his class schedule finalized, and even then he did not get all the classes he wanted and was forced to take classes that didn't relate to what he wanted to study in college, which affected college apps because the admissions office looked for certain relevant classes. Not to mention, he was behind two weeks when entering the new classes.	
Parent	12th		
Parent	10th;12th		VAPA , teacher trainings and more TA type in class support staff esp in MATH
Parent	11th	11th	The math department is very weak and needs more support and better teachers.
Parent		10th	
Student		11th	
Parent		9th	
Parent		10th	greater training of students in science, economics and technology. Opening of workshops The school needs to get back to basics! Kids are being forced to learn things that are a waste of time vs keeping our learning institutions for higher education and development to turn out kids that are ready for college and can actually GET IN and move on to become hard working members of society; not looking for handouts and pays on the head; those are the ones living in tents!!
Parent	12th	Reading, writing and arithmetic	
		I think PCHS should focus on getting high quality teachers and more support for students when it comes to school stress. I think better teachers are really important and more check ins need to occur that assess a teachers teaching style and grading policies.	
Student	11th		
Parent		9th;12th	
Parent		9th	
Student	9th	9th	10 No
Parent		12th	Instruction
Parent		11th	Individualized academic help for those who need it should be prioritized
Parent		10th	
Parent		11th	Science Department
Parent		11th	
Parent		9th;12th	
Parent		10th	CA
		7 student involvement programs 6 student reward programs 8 math department 10 language department	
Student	10th		Let students leave on a consistent schedule, let school start earlier so it can end earlier at the same time everyday.

		<p>Please increase funding for Mental Health, Special Needs, Music, Theater, and Arts and Mostly Overlooked or Forgotten and Extremely Important-- Security, Education, and Intervention on Drugs, Smoking, Vaping, Fentanol, and all others that are destroying the lives of our teenagers and young adults. There should never be any cases where any drug use, vaping, or smoking is allowed on Campus or during any school activities.</p>	<p>Please increase funding for Mental Health, Special Needs, Music, Theater, and Arts and Mostly Overlooked or Forgotten and Extremely Important-- Security, Education, and Intervention on Drugs, Smoking, Vaping, Fentanol, and all others that are destroying the lives of our teenagers and young adults. There should never be any cases where any drug use, vaping, or smoking is allowed on Campus or during any school activities.</p>
Parent	9th;11th		
Parent			
Parent	9th;11th		
			<p>As a senior , I think that the consideration 1:1 technology not the right path for Pali to take. Currently I am taking AP Computer Science Principals and one unit is about the Digital Divide. The idea of only allowing students to utilize chrome/microsoft laptops only goes against everything that I have learned and studied in this class. Additionally, I think that using fund for this issue is wasteful and not what students want. It also will force some students and teachers to learn a new software that will put people more behind than others.</p>
Student	12th		
Student	12th		
Student	11th		
Parent	10th		<p>The</p>
			<p>I am concerend about my son who after Covid has chosen not to return to school and do school remotely. I very much want him back in school for 10th grade and he is not cooperating at he remains isolated in his room. I need help from the school to get him back in school in person</p>
Parent	9th;12th		
Parent	10th		
		<p>I feel strongly that the kids need more individual attention in every class. Smaller classes of 20-24 students would be ideal.</p>	<p>The math lab and after school tutoring have been amazing for my student. Anything to give students more individual attention, and, of course, the arts.</p>
Parent	9th		<p>School safety is the most important issue currently. The students making online shooting threats clearly need more mental health support.</p>
Parent	9th		
			<p>There needs to be three times as many counselors so that students get more individual time and attention. More money spent on the Arts and Technology is always good as well.</p>
Parent	11th;12th		
Parent	10th		
Parent	10th;11th		
		<p>Campus safety and Crisis Management, monitoring student behavior with respect to drug use</p>	
Parent	9th	9th	
Student		10th	
Parent		9th	
Faculty			<p>TEACHERS! MY PRIORITY ALWAYS</p>
			<p>SUPPORT KIDS AND TEACHERS</p>

to achieve much greater equity in academic outcomes, restructure our support programs by changing to an 8- or 4-period bell schedule under which teachers teach six out of eight or three out of four periods, creating one extra section per teacher, reducing class sizes, and giving each student an extra period for support. This in turn allows for extra mandatory and voluntary support classes and programs to be available throughout the school day for students who currently cannot access these programs because they are in lunch lines or on the bus home. The principle would be that any student who drops below a C in any class would automatically be placed in a mandatory support class until their grades are above water. Students who still struggle would continue in a deeper intervention program similar to the Mentor Study class at Stevenson High School in Lincolnshire, IL. Programs such as the Math Lab, Study Center, and Writing Lab could be staffed throughout the day with a combination of teachers, paraprofessionals, and peer tutors or mentors to bring up students' grades in real time rather than after the fact in credit recovery programs. Programs such as Literacy, Algebra 1ABC, or Math support classes could also be restored to prior funding and staffing levels for students with pre-assessed needs. The schedule restructuring would also empower programs like Village Nation, Fuerza Unida, Justice League, and Link Crew since they could have sections of their own throughout the day to help themselves or other students rather than having to be shoehorned into lunch or Pali Period. The extra period in students' schedules could also be used to access Counselors, mental health professionals, support groups, the College Center, or the Career Advisor. As well, the new schedule would allow the creation of a Freshman Seminar program that would equitably disseminate college and career awareness information as well as reinforce study skills; group inquiry skills through AVID-style tutorials; literacy skills and knowledge of current events through the use of Achieve 3000 or a similar program; knowledge of school requirements, rules and culture; cultural awareness (although some of this will be addressed in Ethnic Studies); sensitivity to diversity, equity, and inclusion; life skills such as peer mediation and time management; and self-efficacy skills such as monitoring their own progress and grades and mental and physical health. (This model is similar to that of Helix Charter High School in La Mesa.) Most ninth-graders would also have an alternating-day Study Hall paired with the seminar, essentially giving most ninth-graders a built-in support class. As well, other adjustments to the schedule, such as late starts or early dismissals one or more days a week on which some faculty had PLC meetings while others offered tutoring or Office Hours, would allow for the increased PD time we so sorely need to address the new post-pandemic paradigm. In this context, programs like Pali Period, Advisory, or even a Senior Project would be more effective in that they would be part of a comprehensive support program rather than simply a rare, sometimes randomized, occasion. The schedule would also allow a smattering of new electives, although care would have to be taken since many of the new sections would have to be reserved

Faculty  
Parent

11th

See above!

Parent

11th

This school needs better academic counselors for the students. My sons counselor never responds to my email. Makes appointments with him that she can't keep. And is always unavailable. I am very disappointed.

Parent

10th

Mental health support is vital as is technology for all students that don't have access to a computer or reliable internet. The vast difference between the haves and have nots at Pali could be helped in this way

Student 12th  
Parent 9th

State Grant Funds should be used to reduce the cost of the school bus. The school bus has drastically increased in price and with reduced stops, has made traveling to Pali long and expensive. The school bus is supposed to serve the multitudes of Pali students that come from over 100+ zip codes, but at the moment it is not doing that. Students have to pay more for the Pali school bus for 1 year, than it will cost me to attend SMC for two full years, tuition and transportation included. Additionally, students have to spend excessive hours on the bus navigating from stop to stop and have less time to study, spend on homework, participate in school activities, and contribute to school board meetings to discuss the issues about the bus. All in all, I think it would serve Pali well to invest in their students that come from all over LA and reduce or stabilize the prices of the school bus.

Parent	11th	Education- learning	Good Teacher retention and letting go teachers who don't do their job actually teaching students
Student 10th Parent Student 9th Student 10th	9th	I think that 10 is for the pali high band program, I am in the program and the level of funding that we are getting from the school is a mere 3 percent of our spending, have students to hold the burden of paying for these enriching classes is crazy, this is a public school this program should be fully funded from the school, please address this issue immediately.	The school band program should get a decent piece of this pie due to the immense time, skill and improvement they spend on what they do, I highly recommend you consider this idea.
Parent	10th	10 Drug use information to students. 9 No drugs in bathrooms - its ridiculous how the rest of our kids cannot use bathrooms due to all the drug use and smoking in there....so kids hold it all day...this is very unhealthy. 3)Teacher salaries to be able to recruit and keep competent teachers who want to teach and love teaching.	Many teachers are not teaching effectively at Pali, especially in the Math department. Language dept in Spanish also needs help. For both Spanish 1 & 2, my child's classes had a few different temporary substitute and missed so much learning. I don't believe they will be ready for Spanish 3 next year and similar to us paying thousands of dollars to teach both out children math using tutors, we will not need to hire yet another tutor to teach our kids spanish....because these subjects are not being taught effectively nor consistently in school. Instead ...all the ridiculous million of dollars are being unnecessarily spent on air conditioning instead of hiring credentialed teachers. The whole school could have been remodeled and expanded as well as rebuilt and have added a brand new 2 story gymnasium WITH AIR CONDITIONING FOR THE WHOLE SCHOOL for half the amount what is currently being spent on the air conditioning. Misguided administration at Pali and at LAUSD. Class sizes should be smaller....and new larger desks that kids can actually fit in are very important. Also, drug testing for students should be happening randomly especially for athletes! My kids don't even want to be in class at times because kids sitting next to them are /smoking or vaping in class. I hear there is a security guard right outside the bathrooms who don't do anything about preventing the drug use in the bathrooms. Kids deserve a clean, smoke free bathroom to use at school versus holding it all day...and for girls to change menstraution pads. Wake up Pali Admin. It's ridiculous and prevalent.
Parent Parent	9th;12th 9th		Anything to help the academic counselors have more time with each student is great! Would love to see smaller classes! Cultural training for students and staff Help the math department, possibly retrain math teachers. More time with academic counselors would also be helpful.
Parent	10th	Better math teachers	Cafeteria food and money to the swim team (The swim team literally runs on funds from the parents)
Student 10th Student 10th Student 11th Student 10th		The cafeteria food	

			More one to one counselling time will better report feedback on teachers and keep students aligned with their goals - I feel like the goal of high school and the process of going every day is very disjointed leading to a lot of apathy " focus on school spirit community and integration of all students for a healthy safe campus space. My son has loved his PH experience so far but little issues seem to have got in the way " not enough staff in cafeteria, a teacher who never turns up etc etc but he doesn't know where to go to talk about these things
Parent	9th		
Parent	11th		
			I feel there's been a lot of focus on modernizing and providing more technology, which does make a lot of processes easier but I don't feel like the kids at this school need any more screen time. If technology is put as a main focus for these new funds, then strict (and I mean strict STRICT) rules on such technology and just all tech in general should come with it.
Student	10th	Please will someone crack down on kids smoking weed in the bathrooms it's so awful. When I need to pee I either have to do a dead sprint to the nearest bathroom or wait in a 20 minute line for kids to finish vaping in the stalls -	
Student	11th	VAPA: Performing arts	I think that the grant should be used to keep the performing arts well alive at Pali such as the Jazz Band which is a diverse learning experience and the theatrical arts for students. Classroom aides and support for kids that need additional help or have learning gaps due to distance learning time.
Parent	12th		
Parent	12th		10
Parent	10th		Smaller class size or breakdown support
Parent	9th		
Student	9th		
Parent	9th;12th		

enrollment at Pali. The overpopulated school cannot be managed effectively. We must hire more help.

We must create consistent school policies for students; classroom attendance; academics; use of hall pass; specific classrooms for "virtual students" and "students with a free period" wandering campus; specific and agreed-upon consequences. This will help students.

WE NEED: more support staff, an expanded deans office under Licea, who is great. Trained security guards who work for Pali and are not an independent company. The guards are not doing enough.

Students must have cell phones taken away at the front gate. We need a facility for their cell phone storage. We need someone to checkin and checkout cell phones. Parents stop texting kids during class; When students are on campus, Teachers can't be the only ones enforcing the cell phone problem.

Then, issue Pali only computers to kids and restrict their surfing, watching soccer during class; watching movies. Offer Pali-issued head sets so students are not zoned out on their music all day. Music makes a person more efficient, but learning is NOT about efficiency. Recognize HOW the brain learns -- through the struggle, not through "doing it faster". I'm sorry to go on and on, but our students' academics and discipline have all but disappeared.

Also, the faculty need help. Provide additional training for faculty in academics. Faculty must have more time to read and learn in order to grow as learning professionals.

Need parent training: Parents stop enabling students to stay home to avoid tests. Parents trust the campus to do our job. Parents learn to work alongside teachers and not in opposition to teachers. Parents stop calling students and bothering them during the school day. Parents

The old sewing machines need replacing. Most of them need repairs every year and cost \$50 to repair. The sewing machines are old and the models have been discontinued many years ago. It would cost approximately \$9,000 to buy new ones and they will last for the next 10-15 years. Students feel a huge sense of pride when they master a new skill. Many of our students wish to go into apparel marketing and clothing design. There is a resurgence in apparel interest as a profession now. We need to make the sewing machines more reliable in order to give the students the best experience.

unblock cool math games. Thank you  
10 let us use our own computers

Faculty

Faculty  
Student 10th  
Student 10th  
Student 10th



Academic and College counselors should receive periodic and simultaneous updates when students GPA fall behind at either a considerably and concerning rate out of the blue or near their Junior year especially if it's a particular subject and or teacher. Example. Student has a consistent 3.5 and it noticeably drops to a 3.3 and by week 10 second semester drops again to a 3.1 all because of one subject. Junior year grades determine college acceptance and classes needed to look favorable for Senior year. Resources during this time should be available for tutoring by an outside source so teachers are not overwhelmed or over scheduled to assist students, these services should be provided after school and have breakout session during school during midterm and finals week. This will not only assist student in maintaining steady grades it will make Palisades a more favorable institution in grade recover without an overwhelming need for summer school as well as allowing students to receive the assistance necessary for all financial and academic levels.

Parent 11th  
 Parent 12th Wry high priority  
 Parent 12th  
 Parent 11th  
 Parent 10th;12th

Have tutoring available earlier for at-risk students; more mental health resources that are accessible for students - two PSWs for that sized-school population is ridiculously inadequate; having academic counselors with smaller student case loads would be key as well.

Parent 9th Mental health resources  
 Student 10th  
 Student 10th  
 Student 9th

This is not a recommendation on how to spend the money, but more on the side of school operations. I am not so sure the change to the bell schedule is beneficial. The students get out later so there is less time for homework. Also, longer time spent in traffic which also impact study time. However, students might spend less time sleeping in class. Has there been an academic gain there? Just mentioning it. I know it's a state mandate so it can't be changed.

Parent 10th In class support for students.  
 Parent 10th;12th  
 Parent 10th ok  
 Student 10th  
 Parent 11th

Use solar panels to power the school.

Student 10th  
 Student 10th  
 Parent 11th Ensuring a high level of academic excellence in a non-punitive grading environment

I think providing additional funding/support for the Visual and Performing Arts Department is extremely important. I feel it gives many students a reason to come to school and put in the effort.  
 VAPA department needs way more funding

Parent	11th		We need more staff support in all areas. Students should be able to meet with their counselors (both academic and mental) without having to wait weeks for an appointment. I'm also interested in hearing about vocational opportunities for students from the college center. Most of the parent presentations I've attended tend to lean heavily on the traditional 4 year college route.
Parent	9th		I don't think its a good idea to spend more money on extending the school year. Kids barely have enough time to come home and hang out with their friends and families during the regular school calendar because of excessive homework and testing.
Parent	9th		It would be great to have a PD about the effects of homework grades and testing on our students. I often feel like many of our teachers have lost sight of what the main goal of being a teacher is: to motivate and inspire kids.
Student	12th		Thank you for letting me share my ideas and concerns.
Parent	10th;12th		Get better teachers.
Student	12th	I believe the school should prioritize the other competition events. Such as Academic Decathlon and paying for materials/uniforms for these groups. It's unfair certain teams receive more money due to profit. Everyone should reap the awards. Especially if the supposed team had a horrible season.	No.
Student	11th		
Parent	10th		
Parent	9th	Improve teacher quality, training and evaluation	Improve teacher quality, training and evaluation
Parent	10th;12th		
Student	11th		
Student	11th		
Parent	11th		
Parent	10th		
Parent	11th		
Parent	11th		
Parent	9th	Safety -10	
Student	12th		
Parent	10th		Improve access to academic counseling office and improve response rates.
Parent	9th		have a working kitchen garden improve the quality of food being offered in school
Student	11th		ðŸˆœ
Parent	11th		Please dedicate resources to students who come from underbanked communities.
Parent	9th	Teacher Resources (10), Student Resources (9)	
Faculty			
Parent	11th		Update music department with new instruments and repairs to existing instruments and equipment.
Parent	10th	More counseling, more math	
Parent	10th		

Parent			I am a parent and a teacher and I have seen that an increase in staff directly supporting students has really helped!
Student	10th	11th	
Parent		9th	
Parent		9th;10th;12th	
Parent		10th	
Parent		10th	
Student	11th	I believe bussing transportation should be Pali's priority.	I believe that an increased attention to school transportation methods such as bussing will not only keep Pali diverse, but will show students that our school wants to continue to have students that live in different areas to be apart of the Pali community. I believe that having a singular late bus that has multiple stops (which makes students tired after a long day, especially with extra circulars that they are doing through Pali) sends the complete opposite message. If Pali wants to continue saying that the school has students from over 100 zip codes, lessening bussing is completely hypercritical and Pali will eventually lose its diversity if they do not prioritize bussing. Please take this into consideration, thank you.
Parent		9th;12th	None of these items includes a way to improve the quality of instruction and engagement for the students. My daughter basically feels like she learns nothing in school, constantly has substitute teachers, complains of sitting in class doing nothing often and repeatedly, and does not seem to find any of her classes interesting. It's pretty sad and we cannot afford private school so I am not quite sure what to do. She is in algebra 2 honors, chemistry H, etc. in 9th grade so she is supposed to be in the top level classes for her grade.
Parent		11th	Focus on the teachers, it all starts there. Then focus on the current environment, making the school modern, clean, and technologically up to date.
Student	9th	Teacher training and cultivation of teachers who are passionate about the work	
Parent		10th	
Student	11th		
Parent		9th	
Parent		9th	Educational Resources
Parent		9th	
Parent		12th	
Parent		9th;11th	
Parent		10th	These are too many categories. Focus on the areas Pali needs most, 1. In class support for existing teachers who are overwhelmed with #of students (grading seems v challenging), 2. More academic counselors, 3. more college center support.
Student	10th		

Purchase good quality laptops for the students that need them instead of giving everybody mandatory mediocre quality ones.

Raise the pool funding. It is almost completely run by donations and is a valuable asset to the school. Pretty sure that only about \$500 is set aside for it.

New textbooks for the teachers that want them.

Place more seating areas so students could sit during nutrition and lunch (such as benches).

Plant more greenery or replant the current areas with more sustainable plants and landscaping (aka bamboo, succulents)

Student 11th

We don't need the school mandated laptops for next year everyone is fine using their own laptop. I have friends that have a Mac and I have a Chromebook and we can access the same stuff at the same time it is fine but to the students that do need a laptop like incoming freshmen I think they would/should get a laptop and then prioritize the other grades after.

Student 9th  
Parent  
Faculty

9th

Changing the Pali periods when we have a drill. It doesn't need to take the whole period and why do we need to be sitting in the sun the whole time. 7

Faculty

Consistency and Reputation

For any school the how it will be done is at least if not more important than what will be done I think using the money for 1:1 student devices when plenty of students have their own devices is a little much. It should definitely be an option for students but I think it should be up to the family to decide if they want to use a personal device. Instead, Pali should use funds to gain additional resources for teachers to improve education techniques and provide more professional development.

Student 10th

This is not a magnet school, and while VAPA is a VERY necessary part of a child's education, there is NO EXCUSE for spending tens of thousands of dollars on programs/materials that only meet the needs of a limited group of students (100 or fewer).

Faculty  
Student 10th  
Parent  
Student 12th  
Student 11th

9th  
12th

Science labs

fund 1 to 1 so we can address the following

1. Testing needs for increased state, Increased charter, and increased computer-based AP Testing.
2. Increased needs for computer-based testing in classes including AP classes that insures that testing that is secure.
3. Improves teacher delivery of lessons in an equitable manner with all students having access to lessons and does not require the teacher to navigate multiple platforms and device types.
4. Helps teachers control extracurricular activities during class time that distract from lesson delivery.
5. Provides Tech equity.

Staff		
Student	12th	
Parent		10th
Parent		10th
Student	12th	
Parent		10th
Student	12th	
Parent		10th;12th
Parent		9th

I think the academic counseling office and college center should receive much more funding

More people working in the College Center so the students can get more attention!

I would connect mental health services with actionable methods for well-being: yoga, creative classes, therapy dogs, group therapy, dance, etc. I would also recommend classes in self-expression, especially writing to help work through teenagers' stress, trauma, etc. I think students really need assistance in ways to promote self-confidence and not comparing themselves to others. Overnight bonding trips, camping, wilderness survival, etc would be helpful too. I would highly recommend talking to Aspen High School in Aspen, CO for ideas. They have amazing programs in overnight wilderness, etc.

Parent	12th
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I think students can tell you best what they need , but they may need to hear more precise options. I would suggest having classes - the kids in groups - brainstorm ideas, by giving them a starting ground with precise examples . That way they can think of off-shoot ideas from these examples. It's very hard to think up ideas about how the school should use this money with very general questions in this survey.

Student	11th
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More funding should be contributed to certain athletic departments. Over the past year there have been significant cuts in funding to certain sports teams, such as Track and Field and Cross Country. These teams are filled with dedicated students who continually represent Pali as a strong contender at races. I think these running teams are undervalued, especially considering their high performance at races and the dedication exhibited by members of these teams.

Student	11th		I think the classrooms can be better, cleaner and there can be more tutoring and college counselor visits. The math program at Pali is seriously not the best and a big topic of convo for a lot of people i know. I babysit a lot of kids from the Palisades and their parents often express their concerns they have about sending their kids to Pali because of the math classes here. Maybe there can be more tutors, easier quizzes, less fails. I failed a class for my first time in my entire life last year. I am an A/B student. I came from a very hard middle school that drilled math into my brain but yet I still failed and got transferred to an even worse class second semester with Ms. Liss. My mental health went down the drain due to the stress I was under and my parents have never seen me that way. Just thought I would let you know! Thank you for this survey!
Parent		10th;11th Safety at school	More support than just the teacher in a classroom.
Faculty			I am very concerned with our ability to fund 1:1 once the grants have expired. Reduce class size (which might mean more class rooms) by capping class size (not average). Academic Counselors should be receiving an auxiliary period. You mentioned VAPA classrooms-- what about the VAPA complex?
Faculty		"Pyramid of Intervention" - develop a program, communicate the program to the faculty and support staff, follow the program	any and all extended instructional time should be part of the prescribed Pyramid of Intervention. The grant funds should also go towards reimplementing the in-person, 6-week five day per week, four hour per day summer school program for students needing to repeat classes. Online, minimalistic course work doesn't help these students to be successful the following school year.
Student	11th		
Parent		9th visual arts and mental health services	As a parent, I notice although they are gradually getting back into their paces, lots of kids post-pandemic could really use extra adult support and encouragement. Additionally, the visual arts are a great way to express themselves and having additional inspiring teachers would be a boon.
Parent		10th	
Faculty			
Student	11th		5 N/A I would much prefer to see the funds go to instructional quality in the classroom (quality and quantity of teachers!) and more counselors (academic/career) vs. laptops for all kids when many kids have their own.
Parent		10th	
Parent		10th	I think the classroom teaching should be professionally evaluated and more effort made to ensure that students are getting the instruction they need in every class. I also think all the instructors should take sexual harassment training.
Student	10th	i think that there should be a coding class for you can learn things like javascript since there more jobs with tech now. i think 7 out of 10	
Student	11th		
Parent		10th;12th	Help of counselors and tutors are extremely valuable
Parent	9th	9th	8 You shouldn't add paliperiod
Parent		12th	
Faculty		Technology	Our technology is vital to our school- what a great chance to do all of the technology upgrades and give students devices---One time money should never buy positions

Faculty			PCHS should focus on spending these monies, especially the Arts and Music grants on the groups they were designed to benefit. The VAPA department continues to bend over backwards and do stellar work with outdated equipment. Equipment that is often requested as part of the regular budget cycle, and then never gets accounted for in the final approved budgets. Arts programs can be very costly, but they also contribute so many positives to the school and community.	
Faculty			To help students feel included and supported as opposed to overwhelmed	Additional recreational activity equipment (bowling, ping-pong, tennis, etc) for nutrition and lunch activities
Parent	9th	9th	decent Math teacher and Spanish teacher!!!	U know what your school is lacking! MATH TEACHERS & SPANISH do what is needed
Student	11th			
Student	11th			Improve school wifi and upgrade classrooms, do not waste time with 1:1
Student	11th		Sports, education, supplemental services (i.e. mental health, counseling, tutoring)	Expand resources and budgets for clubs and sports
Student	10th			
Parent		9th	emergency communication between the administration, students, teachers and parents.	Hire energetic teachers who can maintain classroom focus and order, are invested in student outcomes, and are able to set clear parameters students can follow in class and out of class.
Parent		11th		
Student	12th			
Student	12th	12th	Drugs	
Parent		11th	Compassion	I think the students would benefit by applying what they learn and perhaps using some of the grant money towards helping real world problems. As the saying goes, the best ways to feel better is to help someone else feel better.
Faculty			refit of Music Department for instrument storage, music faculty offices, music library.	
Student	12th			
Parent		11th		improve recreational infrastructure and access (during summer weeks only)
Student	9th		ok	
Parent		9th;11th		
Student	11th	11th	mental health	n/a
Parent		9th		It would be great to get the kids off the computers and back to in-person teaching!!! It is very difficult for my daughter to learn from the online books, lectures, worksheets, etc, and from what I've heard from other people, this is a common problem. I think the kids would really benefit from having teachers teach in class, and not just point them to a website to read from. I would spend the money on things that the teachers could use to help them teach in-person, not with technology. The teachers are the most valuable resource at Pali, and directly interacting with them is so important to the kids.
Student	12th		Minority equity 10, Sports equity 2, science department funding 5, cleanliness enforcement 6	
Student	11th		ok	better school food!!!!!!
Student	10th			
Student	11th		Climate-helping, sustainable programs!	
Student	9th		I think that PCHS needs to work on having a better faculty.	pay teachers more to have more options to hire better ones

Student Faculty	11th	Improving the arts department	The Ceramics department is extremely underfunded and there needs to be more put towards that, including a larger space and upgraded kilns
Staff		Create boundaries, structure, and plan of disciplinary action for students. Too many students being disruptive in class and on campus in general, disrespectful to faculty & staff, ditching/truant, and overall campus student vibe is low because of lowered expectations	
Student	11th		
Student	11th		
Parent	10th	happy teachers	
Parent	9th		All students should have mandatory meetings with counselors and college/career counselors on a regular basis. The counseling staff is currently too busy and overwhelmed to do this. Utilize one time funds for big projects that would normally get overlooked because of lack of funding.
Staff		Improved technology	
Student	11th		
Parent	10th		
Student	11th		
Parent	9th	9th	College Counselor most important
Parent	9th	9th	
Parent	9th	9th	
Student	11th		
Parent	11th	Facilities - bathrooms, cafeteria, and classroom upgrades	Facilities and environment support mental health and academic success. With limited locker space, limited access to bathrooms, and limited access to the cafeteria, the environment is not set up for a productive and comfortable learning day. There should be spaces for studying and spaces for socializing that help support the social interactions of students. Also the classrooms are in need of painting and basic modernization. An upgraded campus will send the message to students that we care about their success. Also, more classrooms and additional staff would mean smaller class sizes and a more personalized educational experience. At this point, most classes are too big for that, which should really be unacceptable for a school in Pacific Palisades.
Student	11th	Better school computers	



# Coversheet

## PESPU Collective Bargaining Agreement

**Section:** VIII. PESPU Collective Bargaining Agreement  
**Item:** A. PESPU Collective Bargaining Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Motion - PESPU CB Agreement 12\_12\_2023.pdf  
PESPU Signed TA 2023-2026.pdf  
Classified Longevity Pay Revision 2023.pdf



# PALISADES

## CHARTER HIGH SCHOOL

### **DIRECTOR OF HUMAN RESOURCES**

#### **COVER SHEET PESPU TA**

**December 12, 2023**

#### **TOPIC/ AGENDA ITEM:**

Tentative Agreement with Palisades Educational Support Personnel United (PESPU)

#### **PERSONNEL INVOLVED:**

Board of Trustees, Executive Director/Principal, CBO, Human Resources, Administrative Team, Classified Employees.

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):**

The purpose of this action is to approve a salary increase for classified employees.

The estimated cost of the agreement for 2023-2024 is \$259,669.40. This includes a 7% salary schedule increase, increased stipends (longevity and moderate-severe), and applicable pension obligations and payroll taxes. The total cost was considered during our 2023-2024 budget development process.

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

The action requested of the Board today will support the PCHS and Governance Board's commitment to fair minded compensation and treatment of all staff.

#### **OPTIONS OR SOLUTIONS:**

The expectation is that the board approve the 2023-2026 salary increase.

#### **DIRECTOR OF HUMAN RESOURCES' RECOMMENDATION:**

The Director of Human Resources recommends that the Board approve the recommendation.

#### **RECOMMENDED MOTION:**

“To approve the Tentative Agreement between Palisades Charter High School and Palisades Educational Support Personnel United for the 2023-2026 Fiscal Years effective July 1, 2023.”

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Martha Monahan, Ed.D.  
Director of Human Resources

**TENTATIVE AGREEMENT  
BETWEEN  
PALISADES CHARTER HIGH SCHOOL  
AND  
PALISADES EDUCATIONAL SUPPORT PERSONNEL**

This Tentative Agreement is executed by and between Palisades Charter High School ("PCHS") and Palisades Educational Support Personnel United ("PESPU"), subject to the ratification process.

12.1 Wages and Salaries: The wages and salaries for the unit employees for the 2023-24, 2024-2025 and 2025-2026 shall be set forth in Appendix A of this Agreement.

12.1.1 The 2023-2024 salary schedule for active PESPU bargaining unit members shall be increased by seven percent (7%), retroactive to July 1, 2023. All active PESPU bargaining unit members shall receive a retroactive compensation payment in a separate check.

Effective July 1, 2024, PCHS shall increase all classified salary tables by the following percentages based on the funded percentage increase to the LCFF base grant in the adopted 2024-2025 budget:

<b>% Increase to LCFF Base Grant</b>	<b>Increase to Certificated Salary Tables</b>
0 – 0.99%	0%
1.0 - 1.49%	0.5%
1.5 – 1.99%	1.0%
2.0% or above	1.0% less than % increase to LCFF base grant

Effective July 1, 2025:

(1) If the percentage increase to the LCFF base grant in 2024-2025 resulted in a 0% increase to the classified salary tables in accordance with the chart above, PCHS shall increase all classified salary tables by a percentage equal to 1% less than the funded percentage increase to the LCFF base grant in the adopted 2025-2026 budget; or

(2) If the percentage increase to the LCFF base grant in 2024-2025 resulted in a 0.5%, or above increase to the classified salary tables in accordance with the subsection above, the chart above will apply and determine the increase to the classified salary tables.

The salary increase formulas will not result in a decrease in salary from the previous year.

In the event PCHS receives additional state or federal funds that are unanticipated and are therefore not reflected in the Board-adopted budgets for 2024-2025 and 2025-2026, and the funds can lawfully be expended on employee compensation (e.g. no supplement not supplant restrictions), reopener negotiations may be initiated at the request of either party. The subject of such negotiations shall be limited to off-schedule bonus payments.

12.3.4 The following extra duty structure is established for Instructional Assistant, Special Education. The need and duration of the assignment is determined by the supervisor.

\$1.00 per hour stipend in addition to base salary– Special Education Assistant, Extra Duty Pay is to be paid to the paraprofessional who assists students in the moderate to severe classroom who are orthopedically impaired and/or have a serious health condition requiring a Health Care Plan or toileting assistance.

At the beginning of each semester, the Special Education Department will provide a Personnel Action Report form to the Human Resources Office listing the Special Education Assistant positions who are to receive the extra duty assignment.

12.10.4 The longevity increment schedule for years of qualifying School service shall be:

\$54.44 per pay period (equivalent to \$0.31410 per hour) after 10 years.

\$65.00 per pay period (equivalent to \$0.37500 per hour) after 15 years.

\$75.83 per pay period (equivalent to \$0.43750 per hour) after 20 years.

\$87.78 per pay period (equivalent to \$0.50641 per hour) after 25 years.

\$97.78 per pay period (equivalent to \$0.56410 per hour) after 30 years.

Monthly rates are based on 12-month x 8 hours employee/2080 hours annually.

Longevity increments do not compound.

16.7 Employees will be compensated at their hourly rate for professional development relevant to their position up to \$500 per year. Payment is for actual hours “in” the PD class (not for “homework”) and will be paid with evidence of completion (certificate, transcript, etc.). PD may be self-initiated or recommended by PCHS administration or supervisor. PD must be preapproved by PCHS administration to qualify for compensation.

In addition to the increases set forth above, the Associate's degree stipend shall be increased to \$600 and the Bachelor's degree stipend shall be increased to \$1,100.


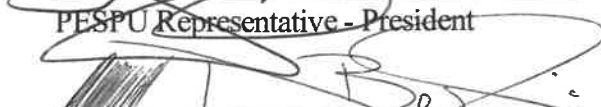
**Term of Agreement (Article 20)**

20.1 Term: This Agreement shall become effective upon adoption by the PCHS Governance Board retroactive to July 1, 2023, and shall remain in full force and effect, pursuant to its terms, to and including June 30, 2026.

**AUTHORIZED SIGNATURES:**

Date: December 1, 2023

Date: December 1, 2023

  
PESPU Representative - President  
  
PESPU Representative - Vice President

  
PCHS Representative

### Revision to Classified Longevity Stipend 2022 vs. 2023 Proposal

Years	CURRENT		REVISED	
	Monthly	Hourly	Monthly	Hourly
10	\$49	0.31410	\$54.4440	0.31410
15	\$58	0.37179	\$65.0000	0.37500
20	\$68	0.43590	\$75.8333	0.43750
25	\$79	0.50641	\$87.7777	0.50641
30	\$88	0.56410	\$97.7773	0.56410

The revised monthly rates are an average (based on 12 month x 8 hrs employee / 2080 hrs annually)

# Coversheet

## 2023-24 First Interim Financial Report

**Section:** IX. Finance  
**Item:** A. 2023-24 First Interim Financial Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2023-24 First Interim - Motion, Presentation & Materials.pdf  
2023-24 First Interim - SACS Form.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## CHIEF BUSINESS OFFICER

### COVER SHEET FOR AGENDA ITEMS

December 4, 2023

#### TOPIC/ AGENDA ITEM:

#### IV. FINANCE

#### A. First Interim Financial Report

#### PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Budget/Finance committee

#### ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2023-2024 First Interim Financial Report. The report covers the period of July 1, 2023 through October 31, 2023 and confirms that the school can meet financial obligations in the current year and subsequent two (2) years.

It is a requirement that the governing board approve the report no later than 45 days after the close of the period being reported. The report is required to be in a format or on forms prescribed by the Superintendent of Public Instruction, and shall be based on standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127. The reports, and supporting data, shall be maintained and made available by the school for public review.

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

The action requested of the Board today will support the school's financial goal, specifically maintaining compliance and transparency for PCHS.

#### OPTIONS OR SOLUTIONS:

The expectation is that the board approve the First Interim financial report. The financials/report has already been presented to the Budget & Finance Committee for review/feedback.

#### CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the First Interim Report.

#### RECOMMENDED MOTION:

"To approve the 2023-2024 First Interim Financial Report."

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Juan Pablo Herrera  
Chief Business Officer



# 2023-2024 FIRST INTERIM

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DECEMBER 4, 2023

# Key Assumptions used in the 2023-24 PCHS Budget Proposal

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## **ADA (Average Daily Attendance): 2,820**

- Assumes enrollment of 3,000 & 94% attendance rate

## **Unduplicated Pupil Count: 791**

- We are projecting this to remain flat.
- This number impacts our supplemental funding (20% more revenue per unduplicated student)

## **OPEB Funding: \$790k**

- We are funding the amount our actuary recommended. This is year #3 of our 20-year funding schedule.

## **COLA, Contribution Rates, etc.**

- Using the amounts recommended by the Department of Finance for COLA, STRS, PERS, unemployment insurance, Mandate Block Grant, etc.

## **One-Time Discretionary Funds**

- Not included. Once more detail is released, we will account for it during Budget Revision.
- This includes the remaining balance(s) of the Learning Recovery Emergency Grant and Arts, Music & Instructional Materials Grant. Also includes the Kitchen Infrastructure Grant which we were just approved for.

## **Vendor Increases**

- General Liability/Worker's Comp: -4.9%
- Health & Welfare Benefits (SISC): varies by plan, but the average is 8.1%
- Transportation: 3.8%
- Security, Janitorial: 6%
- Food Service: 5.5%

# Purpose of First Interim & Assumptions

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The purpose of the First Interim report is to provide all educational partners, along with the State of CA, with a snapshot of PCHS' financial condition at a point in time.

The report covers the period of July 1, 2023 through October 31, 2023

Projections are made based on state funding, which is dependent on the current health of the state economy

The following assumptions were made when projecting our first interim budget:

- Slight Decrease in ADA
  - Decrease from 2,820 to 2,805
- Unduplicated Pupil Count: 791
- Accounted for sources of one-time funds
  - Supply Chain Assistance Grant (Cafeteria): \$95,565
  - ESSER III: \$1,108,661
- Accounted for cost of UTLA and unrepresented salary increases (PESPU still ongoing)

# 2023-24 Budget Update: Topline Summary

	<b>2023-2024 Adopted Budget 6/5/23</b>	<b>2023-2024 Budget Update 8/22/23</b>	<b>2023-2024 First Interim 10/31/23</b>	<b>First Interim vs Adopted Budget</b>
<b>Total Revenues</b>	<b>43,678,477</b>	<b>43,678,477</b>	<b>46,386,461</b>	<b>2,707,984</b>
<b>Total Expenses</b>	<b>41,855,132</b>	<b>41,888,397</b>	<b>43,893,606</b>	<b>2,038,474</b>
<b>Net Balance (Financial Statement)</b>	<b>1,823,345</b>	<b>1,790,080</b>	<b>2,492,856</b>	<b>669,511</b>

While the ending balance seems very favorable, this does not include the Impact of PESPU bargaining.

# 2023-24 First Interim Revenue

First Interim revenue vs Adopted Budget revenue grew by \$2,707,984. However, that is attributed to the recording of restricted funds (ESSER III, ELO, and the Arts, Music & Instructional Materials Grant).

REVENUE	2023-24 Adopted Budget June 2023	2023-24 First Interim Projections 10/31/23	First Interim vs Adopted Budget
LCFF	36,440,256	36,429,883	(10,373)
Federal Resources	1,319,279	2,807,720	1,488,442
State Revenues	1,547,633	2,918,557	1,370,925
Local	4,371,310	4,230,301	(141,009)
<b>Total Revenues</b>	<b>43,678,477</b>	<b>46,386,461</b>	<b>2,707,984</b>

# Revenue: First Interim vs Adopted Budget

- **LCFF:**
  - Decreased LCFF: **-\$10,373** (due to slightly lower ADA)
- **Federal:**
  - Decrease of Title I-IV funds (per CDE): **-\$70,741**
  - Increase in Child Nutrition: \$95,569 (Supply Chain Grant)
  - Recognizing ESSER III allocation: \$1,108,661 (going towards 1:1 device purchase)
  - IDEA Revenue per LAUSD SELPA Projections: \$8,562
- **State:**
  - Increase in State Lottery Revenue: \$33,660
  - Increase of CTE: \$130,181 (includes carry over from prior year)
  - Recognizing remaining balance of In-Person-Instruction Grant: \$410,084
  - Decrease of Learning Recover Emergency Grant: **-\$261,144** (negative adjustment by CDE)
  - Accounted for Arts, Music & Instructional Materials Grant: \$859,896
  - Increased SpEd/Mental Health : \$200,558 (NEW SpEd funding)
- **Local:**
  - Decreased AB602 Revenue per LAUSD SELPA Projections: **-\$41,009**
  - Decreased Fundraising (Ed Fund): **-\$50,000**

# 2023-24 First Interim Expenditures

EXPENSES	2023-24 Adopted Budget June 2023	2023-24 First Interim Projections 10/31/23	First Interim vs Adopted Budget
<b>Certificated Salaries</b>	16,149,696	17,324,240	1,174,544
<b>Classified Salaries</b>	4,902,255	4,934,341	32,086
<b>Employee Benefits</b>	10,216,390	10,439,377	222,987
<b>Supplies</b>	1,642,578	2,175,836	533,258
<b>Services</b>	7,439,811	7,515,512	75,702
<b>Capital Outlay</b>	2,104,708	2,104,708	-
<b>Depreciation</b>	1,140,000	1,140,000	-
<b>Other Outgo</b>	364,403	364,299	(104)
<b>Total Expenses</b>	<b>41,855,132</b>	<b>43,893,606</b>	<b>2,038,474</b>
<b>Net Balance (Financial Statement)</b>	<b>1,823,345</b>	<b>2,492,856</b>	<b>669,510</b>

# Expenditures: First Interim vs Adopted Budget

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- **Increase in Certificated & Classified Salaries/Benefits: \$1,429,618**

- Result of 7% salary schedule increase + benefits (pension obligations, payroll taxes, etc.)
- Will wait for Second Interim to adjust for any cost savings associated with vacant positions
  - Director of Attendance/Admissions, Finance Director,

- **Supplies: \$533,258**

- Increase non-capital expenditures (4400 line item) due to 1:1 device purchase. Note, we are using one-time funds for this expense.

- **Services: \$75,702**

- Decreased Travel & Conferences: **-\$30,000**
- Increased Operations & Housekeeping Supplies: \$20,000
- Increased Rentals/Leases/Repairs: \$36,000 (unforeseen repairs)
- Increased Transportation due to higher SpEd bus cost: 18,000
- Increased Legal: \$70,000 (prior year(s) SpEd related invoices)
- Decreased Other Services: **-\$38,298**



# Looking Ahead to Second Interim & Beyond

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- **Closely monitor ADA** and continue with enrollment/attendance outreach
- Review relief spending plan and make recommendations to shift allocations if necessary
- Monitor State Budget
  - Governor's January workshop will provide guidance for 2024-25 budget development
- Track COLA projection and Inflation Rates for 2024-25
  - Critical because this impacts vendor cost/contract increases as well as salary increases
- Publish RFPs for Transportation, Security, and Janitorial
- Revisit the maintenance schedule / facilities master plan

# APPENDIX

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# Costs Excluded From First Interim Assumptions

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- Softball field installation
  - Initial quote is \$70k+ so we will instead pursue an RFP
- Bowdoin upper hill – fire prevention clearance
  - Requirement from LAUSD – winning bid of \$94,702
- Fitness Center refresh
  - Only accounted for \$5k of repairs. Total cost is TBD but could be \$10k
- Online Curriculum
  - We have already purchased a full-year license of Accellus. However, the plan is to switch to another vendor (Accelerate, APEX, or other), which will result in additional subscription costs.

# 23-24 Budget Recap: Key Highlights

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## **Instructional Materials (IMA), Textbooks & Furniture:**

- Fully funded all IMA, textbook and furniture requests

## **New Position:**

- Includes a Special Education Coordinator

## **Equipment & Technology:**

- Includes a \$1.66 Million infrastructure upgrades (\$1.09 Million eRate project, \$350k Audio/Visual modernization, and investments in security camera refreshes, IDF Fiber, etc.)
- Set aside \$300k for future tech projects and \$100k for future capital/facilities projects

## **Reductions:**

- Reduced General legal by -40%
- Reduced subscriptions by -5.5%

# 2023-24 LCFF Funding Factors

Grade Span	TK	K-3	4-6	7-8	9-12
<b>2022-23 Base Grant per ADA</b>	<b>\$9,166</b>	<b>\$9,166</b>	<b>\$9,304</b>	<b>\$9,580</b>	<b>\$11,102</b>
<b>8.22% COLA</b>	<b>\$753</b>	<b>\$753</b>	<b>\$765</b>	<b>\$787</b>	<b>\$913</b>
<b>2023-24 Base Grant per ADA</b>	<b>\$9,919</b>	<b>\$9,919</b>	<b>\$10,069</b>	<b>\$10,367</b>	<b>\$12,015</b>
<b>GSA</b>	<b>\$1,032</b>	<b>\$1,032</b>	<b>–</b>	<b>–</b>	<b>\$312</b>
<b>TK Add-on (inclusive of COLA)</b>	<b>\$3,044</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>
<b>2023-24 Adjusted Base Grant per ADA</b>	<b>\$13,995</b>	<b>\$10,951</b>	<b>\$10,069</b>	<b>\$10,367</b>	<b>\$12,327</b>
<b>20% Supplemental Grant per ADA<sup>1</sup></b>	<b>–</b>	<b>\$2,190</b>	<b>\$2,014</b>	<b>\$2,073</b>	<b>\$2,465</b>
<b>65% Concentration Grant per ADA<sup>2</sup></b>	<b>–</b>	<b>\$7,118</b>	<b>\$6,545</b>	<b>\$6,739</b>	<b>\$8,013</b>

<sup>1</sup>Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and UPP

<sup>2</sup>Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

# SSC Financial Projection Dashboard

		Planning Factors				
		2022-23	2023-24	2024-25	2025-26	2026-27
DOF Planning COLA		6.56%	8.22%	3.94%	3.29%	3.19%
California CPI <sup>1</sup>		5.71%	3.54%	3.02%	2.64%	2.89%
CalSTRS <sup>2</sup> Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS <sup>3</sup> Employer Rate		25.37%	26.68%	27.70%	28.30%	28.70%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67	\$67
Mandate Block Grant (District) <sup>4</sup>	Grades K-8 per ADA	\$34.94	\$37.81	\$39.30	\$40.59	\$41.88
	Grades 9-12 per ADA	\$67.31	\$72.84	\$75.71	\$78.20	\$80.69
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.85	\$20.63	\$21.31	\$21.99
	Grades 9-12 per ADA	\$50.98	\$55.17	\$57.34	\$59.23	\$61.12

<sup>1</sup>Consumer Price Index (CPI), <sup>2</sup>California State Teachers' Retirement System, <sup>3</sup>California Public Employees' Retirement System

<sup>4</sup>COE Mandate Block Grant: \$37.81 per ADA grades K-8; \$72.84 per ADA grades 9-12; \$1.27 per ADA; \$1.27 per unit of countywide ADA

Palisades Charter High School - 2023-2024 First Interim Report, Adopted Budget, Actuals to Date 10.31.23

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024	2023-2024	2023-2024	2023-2024 First Interim Projections, 10/31/23			% of Budget Received/Spent	Comments	
	Obj Code	Unrestricted	Restricted	Total	Actuals to Date, 8/31/2023	Actuals to Date, 9/30/23	Actuals to Date, 10/31/23	Unrestricted	Restricted			Total
											\$ 12,008.00	
<b>A. Revenues</b>												
LCFF/Revenue Limit Sources												
State Aid	8011	16,191,849		16,191,849	1,565,230	3,896,463	5,305,169	16,252,102		16,252,102	33%	ADA estimate at 2805 for 23/24 FY
Education Protection Act	8012	10,932,076		10,932,076	-	2,490,868	2,490,868	10,338,879		10,338,879	23%	ADA estimate at 2805 for 23/24 FY (EPA estimate at 30% of LCFF, based on prior year allocations)
State Aid (Prior Years)	8019			-						-		
In Lieu of Property Tax	8096	9,316,331		9,316,331	1,706,697	2,465,229	2,465,229	9,838,902		9,838,902	26%	calculated at \$3507.63/ADA per LAUSD RSA
<b>Total, LCFF/Revenue Limit Resources</b>		<b>36,440,256</b>	<b>-</b>	<b>36,440,256</b>	<b>3,271,927</b>	<b>8,852,560</b>	<b>10,261,266</b>	<b>36,429,883</b>	<b>-</b>	<b>36,429,883</b>	<b>28%</b>	
<b>Federal Revenues</b>												
Special Education - IDEA	8181		685,262	685,262	118,377	170,989	170,989		682,428	682,428	25%	\$243.29/ADA
Child Nutrition - Federal	8220		200,000	200,000					200,000	200,000	0%	
Other Federal				-						-		
Title I	8290		300,803	300,803					248,551	248,551	0%	per CDE 10/31
Title II	8290		60,677	60,677					49,740	49,740	0%	per CDE 10/31
Title III - English Learners (4203)	8290		3,069	3,069					2,849	2,849	0%	per CDE 10/31
Title III - Immigrant (4201)	8290		5,150	5,150					-	-	0%	per CDE 10/31
Title IV	8290		23,591	23,591					21,409	21,409	0%	per CDE 10/31
Perkins	8290		40,728	40,728			85		40,728	40,728	0%	
Dept of Rehab	8290			-						-		
Child Nutrition - Supply Chain (5466)	8220		-	-	95,569	95,569	95,569		95,569	95,569		
ELC COVID Testing Award	8290			-						-		
ESSR I (COVID-19 Grant)	8290			-						-		
ESSR II (COVID-19 Grant)	8290			-						-		
ESSR III (COVID-19 Grant) (3213)	8290			-			221,454		665,752	665,752		recognizing total allocation, must be spent by 9/30/2024
ESSER III - Learning Loss (3214)	8290			-					442,909	442,909		recognizing total allocation, must be spent by 9/30/2024
Expanded Learning Opportunity (ELO): ESSER II (3216)	8290			-		136,108				-		
Expanded Learning Opportunity (ELO): GEER II (3217)	8290			-						-		
Expanded Learning Opportunity (ELO): ESSER III (3218)	8290			-			16,578		16,578	16,578		Remaining amount in grant
Expanded Learning Opportunity (ELO): ESSER III State (3219)	8290			-			84,960		339,839	339,839		recognizing total allocation, must be spent by 9/30/2024
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			-						-		
<b>Total, Federal Resources</b>		<b>-</b>	<b>1,319,279</b>	<b>1,319,279</b>	<b>213,946</b>	<b>402,666</b>	<b>591,003</b>	<b>-</b>	<b>2,807,720</b>	<b>2,807,720</b>	<b>45%</b>	
<b>Other State Revenues</b>												
Child Nutrition - State	8520		400,000	400,000					400,000	400,000	0%	
Mandated Cost Reimbursement	8550	154,752		154,752				154,752		154,752	0%	\$55.17/ADA
One Time Discretionary Grant	8550			-						-		
State Lottery (Non Prop 20)	8560	476,850		476,850			23,085	496,485		496,485	5%	\$177/ADA
State Lottery (Prop 20)	8560		187,935	187,935			38,139	201,960		201,960	20%	\$72/ADA
Classified Emp Block Grant	8590			-						-		
College Readiness Block Grant	8590			-						-		
Low Performing Students Block Grant	8590			-						-		
Learning Loss & Mitigation (State)	8590			-						-		
CTE	8590		328,096	328,096			458,967		458,967	458,967	140%	includes carryover from 21/22 FY

Palisades Charter High School - 2023-2024 First Interim Report, Adopted Budget, Actuals to Date 10.31.23

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	Obj Code	Unrestricted	Restricted	Total	Actuals to Date, 8/31/2023	Actuals to Date, 9/30/23	Actuals to Date, 10/31/23	Unrestricted	Restricted		
Student ID/CAHSEE/Charter School ADA	8590	-		-						-	
COVID-19 Grant	8590			-						-	
In-Person Instruction Grant	8590			-		410,084		410,084	410,084		Remaining amount of IPI Grant
Expanded Learning Opportunities Grant	8590			-						-	
Child Nutrition - Kitchen Infrastructure Upgrade	8590			-						-	
Child Nutrition - Kitchen Infrastructure Training	8590			-						-	part of restricted beginning balance
A-G Completion Grant: Access/Success	8590			-						-	Expanding A-G courses, part of restricted beginning balance
A-G Completion Grant: Learning Loss/Mitigation	8590			-						-	Expanding A-G courses, part of restricted beginning balance
CAL NEW: Ethnic Studies Block Grant	8590			-						-	part of restricted beginning balance
Educator Effectiveness	8590		-	-						-	part of restricted beginning balance
Arts, Music & Instructional Materials Block Grant (6762)	8590			-		859,896		859,896	859,896		Recognize allocation - unspent revenue part of restricted ending fund balance (per cde)
Learning Recovery Emergency Block Grant (7435)	8590			-		(264,144)		(264,144)	(264,144)		Negative revenue adjustment by the state
Special Ed - Mental Health (65460)	8590			-	21,872	41,558	61,244	200,558	200,558		\$71.50/ADA, New for 23/24
<b>Total, State Revenues</b>		<b>631,602</b>	<b>916,031</b>	<b>1,547,633</b>	<b>21,872</b>	<b>41,558</b>	<b>1,587,270</b>	<b>651,237</b>	<b>2,267,321</b>	<b>2,918,557</b>	<b>103%</b>
<b>Other Local Revenues</b>											
Special Education - AB602	8311		2,745,310	2,745,310	469,099	677,588	677,588	2,704,301	2,704,301	25%	\$964.10/ADA
Food Service Sales	8634		50,000	50,000			15,746	50,000	50,000	31%	
Leases & Rentals	8650	976,000		976,000	108,355	182,398	976,000	976,000	976,000	19%	
Interest	8660	150,000		150,000		1,808	100,000	100,000	100,000	1%	
LAUSD SpEd Option 3 Grant	8679	-	-	-						-	
Fundraising	8699	450,000	-	450,000	115,169	154,975	400,000	400,000	400,000	34%	Reduced fundraising revenue by \$50k
LAUSD SpEd Option 3 Learning Recovery Grant	8699	-	-	-						-	
General Fund Contribution (unaudited only)	8980			-						-	
<b>Total, Other Local Revenues</b>		<b>1,576,000</b>	<b>2,795,310</b>	<b>4,371,310</b>	<b>469,099</b>	<b>901,112</b>	<b>1,032,516</b>	<b>1,476,000</b>	<b>2,754,301</b>	<b>4,230,301</b>	<b>24%</b>
<b>Total Revenues</b>		<b>38,647,858</b>	<b>5,030,619</b>	<b>43,678,477</b>	<b>3,976,844</b>	<b>10,197,897</b>	<b>13,472,055</b>	<b>38,557,120</b>	<b>7,829,341</b>	<b>46,386,461</b>	<b>31%</b>
<b>B. Expenditures</b>											
<b>Certificated Salaries</b>											
Teachers' Salaries-Full-Time	1110	11,569,469	1,700,134	13,269,603	1,200,912	2,293,536	3,501,094	12,379,331	1,819,143	14,198,475	26%
Teachers Salaries-Librarian	1130	134,024		134,024	13,319	25,935	37,924	165,024		165,024	28%
Teachers' Salaries-Substitute	1160	395,000		395,000	22,509	22,642	66,720	470,000		470,000	17%
Cert Pupil Supp Sal-Counselors	1210	942,528		942,528	83,829	163,208	245,622	1,008,505		1,008,505	26%
Cert Administrators	1310	909,644	143,142	1,052,786	68,141	150,685	218,827	973,319	153,162	1,126,481	21%
Other Support/Step& Column Impact	1330	128,755		128,755				128,755		128,755	0%
Auxiliaries/Periods/Net	1930			-						-	
FTEs Increase/Decrease				-						-	
Impact of Tentative UTLA Agreement		129,000		129,000				129,000		129,000	0%
Certificated Off-Schedule Pay				-						-	
ESSER II/III funded certificated time				-						-	
ELO Related Certificated Time	1110	98,000		98,000				98,000		98,000	0%
<b>Total, Certificated Salaries</b>		<b>14,306,420</b>	<b>1,843,276</b>	<b>16,149,696</b>	<b>1,388,710</b>	<b>2,656,006</b>	<b>4,070,187</b>	<b>15,351,935</b>	<b>1,972,305</b>	<b>17,324,240</b>	<b>25%</b>
<b>Classified Salaries</b>											
Instruct Aide	2110	-	913,047	913,047	65,690	77,286	150,643	-	913,047	913,047	16%
Maint/Operations	2210	209,662		209,662	13,102	25,698	55,303	209,662		209,662	26%
Classified Administrators	2310	458,369		458,369	39,250	78,499	117,749	490,455		490,455	26%
Cler Tech Office Staff Sal-FT	2410	1,914,135		1,914,135	159,337	274,991	414,556	1,914,135		1,914,135	22%
Food Services	2430	-	62,000	62,000	6,304	11,273	17,008	-	62,000	62,000	27%



Palisades Charter High School - 2023-2024 First Interim Report, Adopted Budget, Actuals to Date 10.31.23

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024	2023-2024	2023-2024	2023-2024 First Interim Projections, 10/31/23			% of Budget Received/Spent	Comments	
	Obj Code	Unrestricted	Restricted	Total	Actuals to Date, 8/31/2023	Actuals to Date, 9/30/23	Actuals to Date, 10/31/23	Unrestricted	Restricted			Total
Cler Tech Off Staff Sal-Sub	2460	-	60,000	60,000	-	-	-	-	60,000	60,000	0%	Accounts for 2 clerical subs per day (6 hrs) - attendance/absentecism outreach and library support/textbook distribution/repair
Other Classified	2920	1,018,259	100,000	1,118,259	111,500	163,070	275,170	1,018,259	100,000	1,118,259	25%	
Math Paraprofessionals	2920	-	166,783	166,783	13,896	14,074	34,065	-	166,783	166,783	20%	
Positions/Hours		-	-	-	-	-	-	-	-	-	-	
Classified Retro		-	-	-	-	-	-	-	-	-	-	
Classified Additional Time		-	-	-	-	-	-	-	-	-	-	
ELO Related Classified Time	2920	-	-	-	-	-	-	-	-	-	-	
<b>Total, Classified Salaries</b>		<b>3,600,425</b>	<b>1,301,830</b>	<b>4,902,255</b>	<b>409,079</b>	<b>644,891</b>	<b>1,064,493</b>	<b>3,632,511</b>	<b>1,301,830</b>	<b>4,934,341</b>	<b>22%</b>	
<b>Employee Benefits</b>												
State Teachers Retirement System (STRS) , Certificated Positions	3111	2,732,526	352,066	3,084,592	259,669	495,788	756,478	2,932,220	376,710	3,308,930	25%	STRS Employer contribution rate increases from 16.92% (2021-22) to 19.1% (2022-23). Remained flat at 19.1% for 2023-24.
State Teachers Retirement System (STRS), Classified Positions	3112	59,824	-	59,824	7,234	9,617	15,818	59,824		59,824	26%	
Public Employees Retirement System (PERS), Certificated Positions	3211	79,045	-	79,045	2,397	6,218	8,836	49,045		49,045	11%	
Public Employees Retirement System (PERS), Classified Positions	3212	960,593	347,328	1,307,922	73,344	123,756	205,088	969,154	347,328	1,316,482	16%	PERS employer contribution rate increases from 22.91% (2021-22) to 25.37% (2022-23) to 26.68% in 2023-24.
OASDI, Certificated Positions	3311	33,263		33,263	1,136	2,119	3,870	33,263		33,263	12%	
OASDI, Classified Positions	3312	223,226	80,713	303,940	22,616	36,010	59,772	225,216	80,713	305,929	20%	
Medicare, Cert Positions	3331	207,443	26,728	234,171	19,953	38,208	58,533	222,603	28,598	251,201	25%	
Medicare, Class Positions	3332	52,206	18,877	71,083	5,844	9,161	15,186	52,671	18,877	71,548	21%	
Hlth & Wlfr Benefits, Cert	3411	2,411,840	295,897	2,707,737	383,271	595,713	802,853	2,411,840	295,897	2,707,737	30%	Rate increase of approximately 8.1%
Hlth & Wlfr Benefits, Class	3412	974,025	355,320	1,329,345	180,855	272,732	372,931	974,025	355,320	1,329,345	28%	Rate increase of approximately 8.1%
State Unemploy Insur, Cert Pos	3511	7,153	922	8,075	-	-	19,088	7,676	986	8,662	236%	Rate returns to 0.050% by state of CA (compared to 0.50% in 22-23)
State Unemploy Insur, Clas Pos	3512	1,800	651	2,451	-	-	8,180	1,816	651	2,467	334%	Rate returns to 0.050% by state of CA (compared to 0.50% in 22-23)
Worker Comp Insur, Cert Pos	3611	143,460	-	143,460	47,648	59,643	71,598	143,460		143,460	50%	Based on 2023-24 insurance rates.
Worker Comp Insur, Class Pos	3612	61,483	-	61,483	20,495	25,618	30,875	61,483		61,483	50%	Based on 2023-24 insurance rates.
Lifetime Retiree Benefits, Cert	3911	553,000	-	553,000	77,616		159,810	553,000		553,000	29%	must fund at this level per actuary & LAUSD recommendation
Lifetime Retiree Benefits, Class	3912	237,000	-	237,000	16,857		30,933	237,000		237,000	13%	must fund at this level per actuary & LAUSD recommendation
<b>Total, Employee Benefits</b>		<b>8,737,889</b>	<b>1,478,501</b>	<b>10,216,390</b>	<b>1,118,933</b>	<b>1,674,582</b>	<b>2,619,848</b>	<b>8,934,296</b>	<b>1,505,081</b>	<b>10,439,377</b>	<b>26%</b>	
<b>Supplies</b>												
Textbooks	4100	75,725	9,520	85,245	50,334	51,640	57,335		85,245	85,245	67%	
Instructional Materials	4300		270,848	270,848	29,830	42,231	133,133	-	270,848	270,848	49%	IMA expense on track - usually expends by May 2024
Instructional Materials - CTE	4300		184,405	184,405	-	20,315			184,405	184,405	0%	CTE Expenses
Office (Tech) Supplies	4350	142,305	11,000	153,305	761	2,437	6,588	142,305	11,000	153,305	4%	
Other Supplies	4390	63,000	7,000	70,000	12,399	22,342	25,432	63,000	7,000	70,000	36%	
Non-Capitalized Equipment	4400	530,136	116,742	646,878	994,293	999,648	1,078,988	530,136	650,000	1,180,136	167%	Includes \$300k of non-cap for future tech projects in 2024-25 and beyond: Update as of 10/31/23 - now includes additional expense of 1:1 devices
Food Service Supplies	4700		231,897	231,897	1,680	26,320	26,320		231,897	231,897	11%	Increase in number of meals served, resulting in increased food service supplies needed.
<b>Total, Supplies</b>		<b>811,165</b>	<b>831,412</b>	<b>1,642,578</b>	<b>1,089,297</b>	<b>1,164,932</b>	<b>1,327,795</b>	<b>735,441</b>	<b>1,440,395</b>	<b>2,175,836</b>	<b>81%</b>	
<b>Services</b>												
Mileage & Car Allowances	5210	2,000	1,000	3,000	570	629	1,631	2,000	1,000	3,000	54%	Not tracking - reduced mileage
Travel and Conferences	5220	50,000	80,000	130,000	6,873	9,925	24,272	40,000	60,000	100,000	19%	Not tracking - reduced by \$30k
Dues and Memberships/Subscriptions	5310	512,353	27,240	539,593	68,840	324,514	409,388	512,353	27,240	539,593	76%	
Insurance	5400	443,820		443,820	147,940	193,865	231,350	443,820		443,820	52%	Based on 2023-24 insurance rates.
Operations & Housekeeping Supplies	5510	251,700	-	251,700	11,246	43,577	122,475	271,700		271,700	49%	Increased by \$20k
Utilities	5520	445,222		445,222			41,061	445,222		445,222	9%	
Rentals/Leases/Repairs	5610	338,500	-	338,500	50,650	117,758	196,151	374,500		374,500	58%	Increased by \$36k based on unforeseen repairs

Palisades Charter High School - 2023-2024 First Interim Report, Adopted Budget, Actuals to Date 10.31.23

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024	2023-2024	2023-2024	2023-2024 First Interim Projections, 10/31/23			% of Budget Received/Spent	Comments	
	Obj Code	Unrestricted	Restricted	Total	Actuals to Date, 8/31/2023	Actuals to Date, 9/30/23	Actuals to Date, 10/31/23	Unrestricted	Restricted			Total
Transportation	5811/5812	310,306	167,700	478,006	20,484	81,727	143,086	310,306	185,700	496,006	30%	Board approved transportation allocation of \$450k for 2022-23. As of 10/31/23, SpEd transportation has been increased by +\$18k
Oth Contracted Services	5800	38,298		38,298		-	8,474			-	22%	
STRS Int & Penalties	5803	1,200		1,200	4	4	4	1,200		1,200	0%	
Contracted Services	5810	1,842,095	2,180,046	4,022,140	314,814	590,478	937,354	1,842,095	2,180,046	4,022,140	23%	
Legal, Audit, & Election Costs	5821	123,367	262,891	386,258	77,499	142,645	174,280	123,367	332,891	456,258	45%	Increased by \$70k to account for prior year invoices
Advertisement	5831	1,500		1,500		-	-	1,500		1,500	0%	
Computer/Technlgy Related Serv	5840	18,900		18,900		-	-	18,900		18,900	0%	
Conslt/Ind Contractors(NonEmp)	5850	150,000		150,000		15,018	46,075	150,000		150,000	31%	Teachers on Reserve - Sub teacher backfill
Fingprpt,Phys, XRY&Oth Emp Cst	5860	16,483		16,483	1,517	3,164	5,461	16,483		16,483	33%	Hiring costs significantly exceeded prior years - higher staff turnover (FTEs & contractors) resulted in more background clearances/checks, etc.
Other Services	5890	114,500	-	114,500	23,333	98,497	122,280	114,500		114,500	107%	
Communications Services	5910	60,690		60,690		14,247	15,247	60,690		60,690	25%	
<b>Total, Services</b>		<b>4,720,934</b>	<b>2,718,877</b>	<b>7,439,811</b>	<b>723,770</b>	<b>1,636,048</b>	<b>2,478,587</b>	<b>4,728,635</b>	<b>2,786,877</b>	<b>7,515,512</b>	<b>33%</b>	
<b>Capitla Outlay</b>												
Sites & Improvement	6100											
Buildings & Improvement	6200	440,500		440,500	4,928	61,610	80,290	440,500		440,500	18%	\$340,500 for CAPEX for 2023-24 and \$100k deferred for future projects in 24-25 & beyond
Equipment & Technology	6400	1,664,208		1,664,208			504,342	1,664,208		1,664,208	30%	
Equipment/Furniture Replacement	6500			-								
<b>Total, Capitla Outlay</b>		<b>2,104,708</b>	<b>-</b>	<b>2,104,708</b>	<b>4,928</b>	<b>61,610</b>	<b>584,631</b>	<b>2,104,708</b>	<b>-</b>	<b>2,104,708</b>	<b>28%</b>	
Depreciation Expense (Financial Reporting Basis)	6900	1,140,000	-	1,140,000	-		285,000	1,042,930	97,070	1,140,000	25%	
<b>Other Outgo</b>												
Indirect Cost (LAUSD)	7299	364,403		364,403	58,377	84,322	84,322	364,299		364,299	23%	Calculated at a rate of 1% of LCFF revenue
Interest	7438	-		-				-		-		
Fund 09 to Fund 20 Payment (Unaudited Only)				-								
<b>Total, Other Outgo</b>		<b>364,403</b>	<b>-</b>	<b>364,403</b>	<b>58,377</b>	<b>84,322</b>	<b>84,322</b>	<b>364,299</b>	<b>-</b>	<b>364,299</b>	<b>23%</b>	
<b>Indirect Costs</b>												
Direct Spp/Indirect Costs	7310											
Direct/Indirect Costs Serves	7319											
Food Service indirect	7359											
<b>Total, Indirect Costs</b>												
<b>Total Expenditures (Financial Reporting Basis)</b>		<b>33,681,235</b>	<b>8,173,897</b>	<b>41,855,132</b>	<b>4,788,167</b>	<b>7,860,781</b>	<b>11,930,232</b>	<b>34,790,047</b>	<b>9,103,559</b>	<b>43,893,606</b>	<b>29%</b>	
<b>Total Expenditures (Cash Reporting Basis)</b>		<b>34,645,944</b>	<b>8,173,897</b>	<b>42,819,840</b>	<b>4,793,095</b>	<b>7,922,392</b>	<b>12,229,863</b>	<b>35,851,825</b>	<b>9,006,489</b>	<b>44,858,314</b>	<b>29%</b>	
<b>C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis</b>		<b>4,966,623</b>	<b>(3,143,277)</b>	<b>1,823,345</b>	<b>(811,323)</b>	<b>2,337,115</b>	<b>1,541,823</b>	<b>3,767,073</b>	<b>(1,274,218)</b>	<b>2,492,856</b>		Note - Ending balance is inflated because it does not yet account for the impact of PESPU bargaining. It also includes restricted one-time funds.
<b>C. Ending Balance: Excess (Deficiency) - Cash Reporting</b>		<b>4,001,914</b>	<b>(3,143,277)</b>	<b>858,637</b>	<b>(816,251)</b>	<b>2,275,505</b>	<b>1,242,192</b>	<b>2,705,295</b>	<b>(1,177,148)</b>	<b>1,528,147</b>		(Revenue - Expenses: Cash Reporting Basis)
<b>D. Net Increase (Decrease)</b>		<b>4,966,623</b>	<b>(3,143,277)</b>	<b>1,823,345</b>	<b>(811,323)</b>	<b>2,337,115</b>	<b>1,541,823</b>	<b>3,767,073</b>	<b>(1,274,218)</b>	<b>2,492,856</b>		
<b>E. Fund Balance</b>												

Charter Number: \_\_\_\_\_ 037 \_\_\_\_\_

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: \_\_\_\_\_

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

Charter School Official  
(Original signature required)

Printed Name: Juan Pablo Herrera \_\_\_\_\_

Title: Chief Business Officer \_\_\_\_\_

For additional information on the interim report, please contact:

Charter School Contact: \_\_\_\_\_

Juan Pablo Herrera \_\_\_\_\_

Name \_\_\_\_\_

Chief Business Officer \_\_\_\_\_

Title \_\_\_\_\_

310-230-7238 \_\_\_\_\_

Telephone \_\_\_\_\_

jherrera@palhigh.org \_\_\_\_\_

E-mail Address \_\_\_\_\_

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	36,440,256.00	36,440,256.00	10,261,266.00	36,429,883.00	(10,373.00)	0.0%
2) Federal Revenue		8100-8299	1,319,280.00	1,319,280.00	591,002.98	2,807,720.00	1,488,440.00	112.8%
3) Other State Revenue		8300-8599	1,547,633.00	1,547,633.00	1,587,270.01	2,918,558.00	1,370,925.00	88.6%
4) Other Local Revenue		8600-8799	4,371,310.00	4,371,310.00	1,032,514.50	4,230,301.00	(141,009.00)	-3.2%
5) TOTAL, REVENUES			43,678,479.00	43,678,479.00	13,472,053.49	46,386,462.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	16,149,696.00	16,149,696.00	4,070,188.00	17,324,240.00	(1,174,544.00)	-7.3%
2) Classified Salaries		2000-2999	4,902,255.00	4,902,255.00	1,064,494.13	4,934,341.00	(32,086.00)	-0.7%
3) Employee Benefits		3000-3999	10,216,390.00	10,216,390.00	2,619,849.00	10,439,377.00	(222,987.00)	-2.2%
4) Books and Supplies		4000-4999	1,642,578.00	1,642,578.00	1,327,795.96	2,175,836.00	(533,258.00)	-32.5%
5) Services and Other Operating Expenses		5000-5999	7,439,811.00	7,439,811.00	2,478,587.00	7,515,513.00	(75,702.00)	-1.0%
6) Depreciation and Amortization		6000-6999	1,140,000.00	1,140,000.00	285,000.00	1,140,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	364,403.00	364,403.00	84,322.00	364,299.00	104.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			41,855,133.00	41,855,133.00	11,930,236.09	43,893,606.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,823,346.00	1,823,346.00	1,541,817.40	2,492,856.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			1,823,346.00	1,823,346.00	1,541,817.40	2,492,856.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	9,809,202.07	9,809,202.07		9,809,202.07	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,809,202.07	9,809,202.07		9,809,202.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			9,809,202.07	9,809,202.07		9,809,202.07		
2) Ending Net Position, June 30 (E + F1e)			11,632,548.07	11,632,548.07		12,302,058.07		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	3,535,028.48	3,535,028.48		3,920,780.48		
c) Unrestricted Net Position		9790	8,097,519.59	8,097,519.59		8,381,277.59		
<b>LCFF SOURCES</b>								
Principal Apportionment								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
State Aid - Current Year		8011	16,191,849.00	16,191,849.00	5,305,169.00	16,252,102.00	60,253.00	0.4%
Education Protection Account State Aid - Current Year		8012	10,932,076.00	10,932,076.00	2,490,868.00	10,338,879.00	(593,197.00)	-5.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	9,316,331.00	9,316,331.00	2,465,229.00	9,838,902.00	522,571.00	5.6%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>36,440,256.00</b>	<b>36,440,256.00</b>	<b>10,261,266.00</b>	<b>36,429,883.00</b>	<b>(10,373.00)</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	200,000.00	200,000.00	95,568.75	295,569.00	95,569.00	47.8%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	685,262.00	685,262.00	170,989.00	682,428.00	(2,834.00)	-0.4%
Title I, Part A, Basic	3010	8290	300,803.00	300,803.00	0.00	248,551.00	(52,252.00)	-17.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	60,677.00	60,677.00	0.00	49,740.00	(10,937.00)	-18.0%
Title III, Part A, Immigrant Student Program	4201	8290	5,150.00	5,150.00	0.00	0.00	(5,150.00)	-100.0%
Title III, Part A, English Learner Program	4203	8290	3,069.00	3,069.00	0.00	2,849.00	(220.00)	-7.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	23,591.00	23,591.00	0.00	21,409.00	(2,182.00)	-9.2%
Career and Technical Education	3500-3599	8290	40,728.00	40,728.00	85.00	40,728.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	324,360.23	1,466,446.00	1,466,446.00	New
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,319,280.00</b>	<b>1,319,280.00</b>	<b>591,002.98</b>	<b>2,807,720.00</b>	<b>1,488,440.00</b>	<b>112.8%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Child Nutrition Programs		8520	400,000.00	400,000.00	0.00	400,000.00	0.00	0.0%
Mandated Costs Reimbursements		8550	154,752.00	154,752.00	0.00	154,752.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	664,785.00	664,785.00	61,223.60	698,445.00	33,660.00	5.1%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	328,096.00	328,096.00	458,966.57	458,967.00	130,871.00	39.9%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	1,067,079.84	1,206,394.00	1,206,394.00	New
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,547,633.00</b>	<b>1,547,633.00</b>	<b>1,587,270.01</b>	<b>2,918,558.00</b>	<b>1,370,925.00</b>	<b>88.6%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	50,000.00	50,000.00	15,745.50	50,000.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	976,000.00	976,000.00	182,398.00	976,000.00	0.00	0.0%
Interest		8660	150,000.00	150,000.00	1,808.00	100,000.00	(50,000.00)	-33.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,745,310.00	2,745,310.00	677,588.00	2,704,301.00	(41,009.00)	-1.5%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	450,000.00	450,000.00	154,975.00	400,000.00	(50,000.00)	-11.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>4,371,310.00</b>	<b>4,371,310.00</b>	<b>1,032,514.50</b>	<b>4,230,301.00</b>	<b>(141,009.00)</b>	<b>-3.2%</b>
<b>TOTAL, REVENUES</b>			<b>43,678,479.00</b>	<b>43,678,479.00</b>	<b>13,472,053.49</b>	<b>46,386,462.00</b>		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	14,154,382.00	14,154,382.00	3,605,739.00	15,189,254.00	(1,034,872.00)	-7.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Certificated Pupil Support Salaries		1200	942,528.00	942,528.00	245,622.00	1,008,505.00	(65,977.00)	-7.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,052,786.00	1,052,786.00	218,827.00	1,126,481.00	(73,695.00)	-7.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>16,149,696.00</b>	<b>16,149,696.00</b>	<b>4,070,188.00</b>	<b>17,324,240.00</b>	<b>(1,174,544.00)</b>	<b>-7.3%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	913,047.00	913,047.00	150,642.70	913,047.00	0.00	0.0%
Classified Support Salaries		2200	271,662.00	271,662.00	72,311.43	271,662.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	458,369.00	458,369.00	117,749.00	490,455.00	(32,086.00)	-7.0%
Clerical, Technical and Office Salaries		2400	1,974,135.00	1,974,135.00	414,556.00	1,974,135.00	0.00	0.0%
Other Classified Salaries		2900	1,285,042.00	1,285,042.00	309,235.00	1,285,042.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,902,255.00</b>	<b>4,902,255.00</b>	<b>1,064,494.13</b>	<b>4,934,341.00</b>	<b>(32,086.00)</b>	<b>-0.7%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	3,144,416.00	3,144,416.00	772,296.00	3,368,754.00	(224,338.00)	-7.1%
PERS		3201-3202	1,386,967.00	1,386,967.00	213,924.00	1,365,527.00	21,440.00	1.5%
OASDI/Medicare/Alternative		3301-3302	642,456.00	642,456.00	137,361.00	661,942.00	(19,486.00)	-3.0%
Health and Welfare Benefits		3401-3402	4,037,082.00	4,037,082.00	1,175,784.00	4,037,082.00	0.00	0.0%
Unemployment Insurance		3501-3502	10,526.00	10,526.00	27,268.00	11,129.00	(603.00)	-5.7%
Workers' Compensation		3601-3602	204,943.00	204,943.00	102,473.00	204,943.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	790,000.00	790,000.00	190,743.00	790,000.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>10,216,390.00</b>	<b>10,216,390.00</b>	<b>2,619,849.00</b>	<b>10,439,377.00</b>	<b>(222,987.00)</b>	<b>-2.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	85,245.00	85,245.00	57,335.19	85,245.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	494,153.00	494,153.00	165,153.00	678,558.00	(184,405.00)	-37.3%
Noncapitalized Equipment		4400	831,283.00	831,283.00	1,078,988.00	1,180,136.00	(348,853.00)	-42.0%
Food		4700	231,897.00	231,897.00	26,319.77	231,897.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,642,578.00</b>	<b>1,642,578.00</b>	<b>1,327,795.96</b>	<b>2,175,836.00</b>	<b>(533,258.00)</b>	<b>-32.5%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	133,000.00	133,000.00	25,902.00	103,000.00	30,000.00	22.6%
Dues and Memberships		5300	539,593.00	539,593.00	409,388.00	539,593.00	0.00	0.0%
Insurance		5400-5450	443,820.00	443,820.00	231,350.00	443,820.00	0.00	0.0%
Operations and Housekeeping Services		5500	696,922.00	696,922.00	163,536.00	716,922.00	(20,000.00)	-2.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	338,500.00	338,500.00	196,151.00	374,500.00	(36,000.00)	-10.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,227,286.00	5,227,286.00	1,437,013.00	5,276,988.00	(49,702.00)	-1.0%
Communications		5900	60,690.00	60,690.00	15,247.00	60,690.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>7,439,811.00</b>	<b>7,439,811.00</b>	<b>2,478,587.00</b>	<b>7,515,513.00</b>	<b>(75,702.00)</b>	<b>-1.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>DEPRECIATION AND AMORTIZATION</b>								
Depreciation Expense		6900	1,140,000.00	1,140,000.00	285,000.00	1,140,000.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			1,140,000.00	1,140,000.00	285,000.00	1,140,000.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	364,403.00	364,403.00	84,322.00	364,299.00	104.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			364,403.00	364,403.00	84,322.00	364,299.00	104.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			41,855,133.00	41,855,133.00	11,930,236.09	43,893,606.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%



Palisades Charter High  
 Los Angeles Unified  
 Los Angeles County

2023-24 First Interim  
 Charter Schools Enterprise Fund  
 Expenditures by Object

19647331995836  
 Form 62I  
 E81WDGCSUT(2023-24)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2023-24 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	59,545.92
6266	Educator Effectiveness, FY 2021-22	187,553.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,785,532.00
7412	A-G Access/Success Grant	244,290.56
7413	A-G Learning Loss Mitigation Grant	62,636.00
7435	Learning Recovery Emergency Block Grant	1,581,223.00
Total, Restricted Net Position		3,920,780.48

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	2,786.47	2,786.47	2,805.00	2,805.00	18.53	1.0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils					0.00	
b. Juvenile Halls, Homes, and Camps					0.00	
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]					0.00	
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools					0.00	
b. Special Education-Special Day Class					0.00	
c. Special Education-NPS/LCI					0.00	
d. Special Education Extended Year					0.00	
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools					0.00	
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	2,786.47	2,786.47	2,805.00	2,805.00	18.53	1.0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	2,805.00				0.00	
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils					0.00	
b. Juvenile Halls, Homes, and Camps					0.00	
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]					0.00	
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools					0.00	
b. Special Education-Special Day Class					0.00	
c. Special Education-NPS/LCI					0.00	
d. Special Education Extended Year					0.00	
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools					0.00	
<b>f. Total, Charter School Funded County Program ADA</b>						

Palisades Charter High  
Los Angeles Unified  
Los Angeles County

2023-24 First Interim  
AVERAGE DAILY ATTENDANCE

19 64733 1995836  
Form AI  
E81WDGCSUT(2023-24)

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	2,805.00	0.00	0.00	0.00	0.00	0.0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	5,591.47	2,786.47	2,805.00	2,805.00	18.53	1.0%

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	43,893,606.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,574,527.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,140,000.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	364,299.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	5,901,301.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				7,405,600.00
<p>D. Plus additional MOE expenditures:</p> <p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p>	All	All	<p>1000-7143, 7300-7439</p> <p>minus 8000-8699</p>	0.00
<p>2. Expenditures to cover deficits for student body activities</p>	<p>Manually entered. Must not include expenditures in lines A or D1.</p>			
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				33,913,479.00
<p><b>Section II - Expenditures Per ADA</b></p>				<p><b>2023-24 Annual ADA/Exps. Per ADA</b></p>
<p>A. Average Daily Attendance (Form AI, Column C, Line C9)*</p>				2,805.00
<p>B. Expenditures per ADA (Line I.E divided by Line II.A)</p>				12,090.37
<p><b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b></p>	<p><b>Total</b></p>			<p><b>Per ADA</b></p>

<p>A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE Calculation) (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>		
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>		
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>		
<p>B. Required effort (Line A.2 times 90%)</p>		
<p>C. Current year expenditures (Line I.E and Line II.B)</p>		
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>		

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated Funded ADA has been preloaded. Manual adjustment may be required to reflect estimated Annual ADA.

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00



# Coversheet

## 2023-24 Revised LCAP

**Section:** IX. Finance  
**Item:** B. 2023-24 Revised LCAP  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2023-24 PCHS LCAP - REVISED ON 11\_17\_2023.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

**Revised LCAP**  
**Board of Trustees Meeting**  
**December 12, 2023**

**2023-2024 REVISED LCAP**

- PCHS received a notice from LAUSD Charter School Division regarding a 2023-24 LCAP Revision. The areas of concern are the action items and metrics related to CAASPP ELA & Math.
- The CSD team confirmed that this does not constitute as a material change to the LCAP, so there is no need to hold a “public hearing” or re-approve the LCAP at a Board Meeting. However, we are required to update this section of the LCAP by November 17, 2023.
- The revised LCAP was submitted on November 17, 2023. The revised information is referenced below.
- PCHS provided metrics for ELA and Math for the baseline year, year 1 and year 2.
- The section can be found on pages 5-6 of the LCAP document.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
50% of pupils who pass AP exams with a score of 3 or higher	2019-2020 data not available (modified exams). 2018-2019 used as baseline instead:  72.4% of students passed with a score of 3 or higher.	2020-2021  86% of students passed with a score of 3 or higher.	2021-2022  87% of students passed with a score of 3 or higher.		50% of pupils who pass AP exams with a score of 3 or higher
30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math)	2019-2020 data not available. 2018-2019 used as baseline instead:  80.5% ELA Standard Met or Exceeded  45.57% Math Standard Met or Exceeded	2020-2021 testing data not available.  NA - ELA Standard Met or Exceeded  NA - Math Standard Met or Exceeded	2021-2022  69% ELA Standard Met or Exceeded  41% Math Standard Met or Exceeded		30% of pupils exceed college readiness standards as measured by ELA & Math assessment programs

# LCFF Budget Overview for Parents

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

CDS Code: 1995836

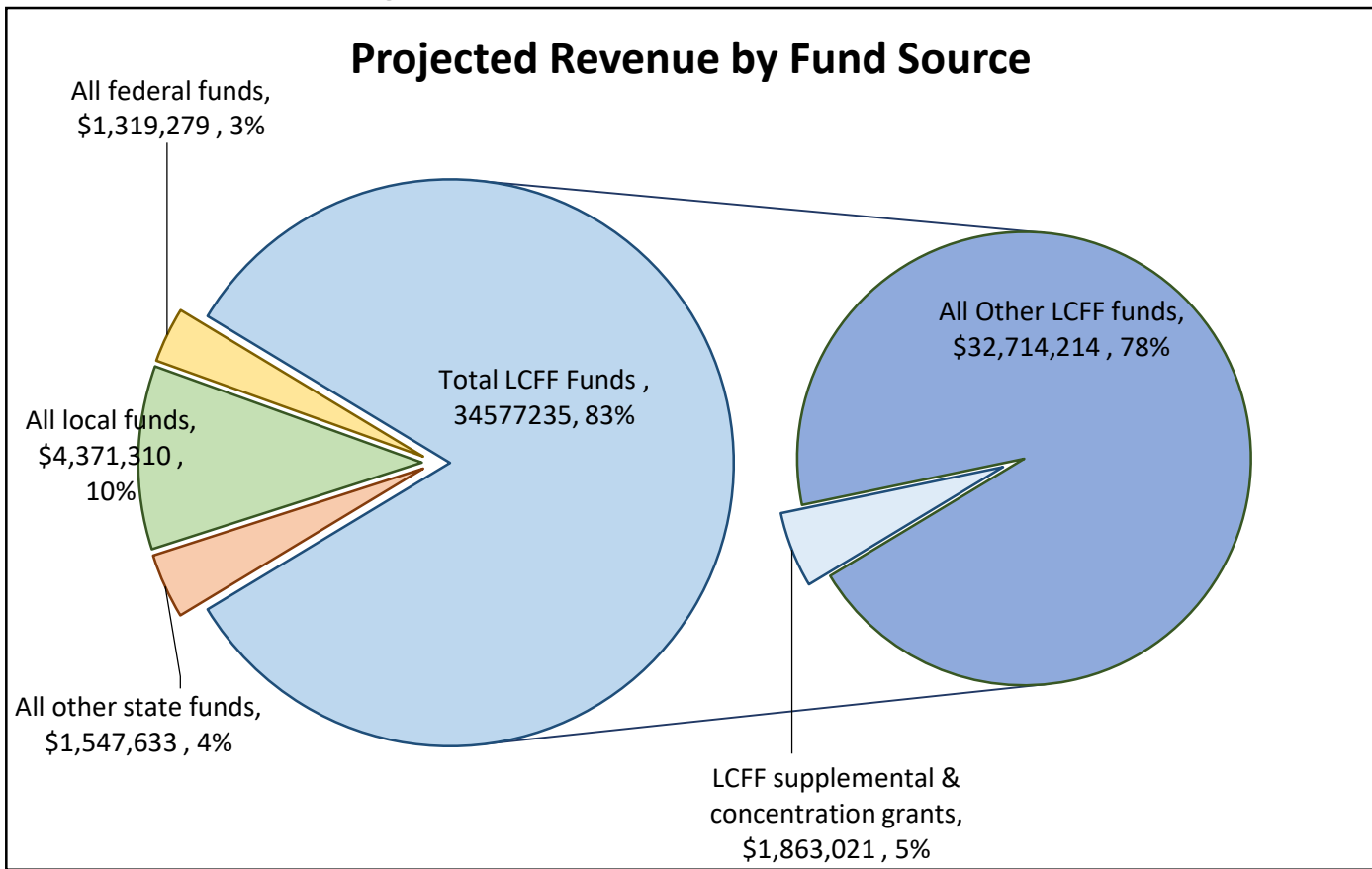
School Year: 2023-2024

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

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

## Budget Overview for the 2023-2024 School Year

### Projected Revenue by Fund Source

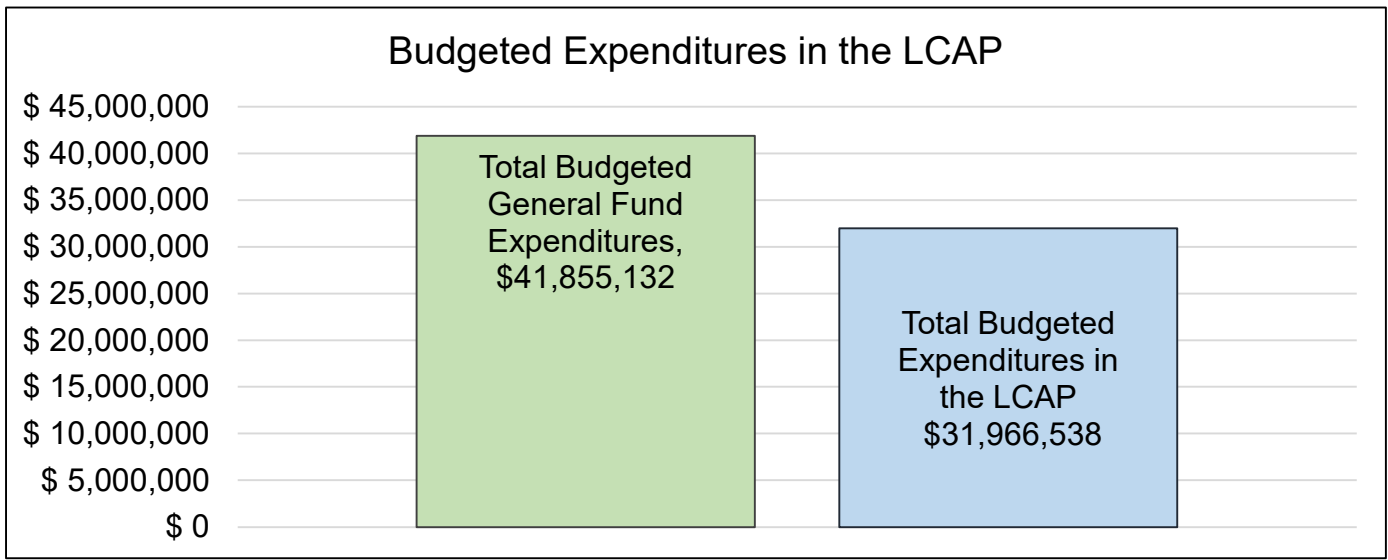


This chart shows the total general purpose revenue Palisades Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palisades Charter High School is \$41,815,457.00, of which \$34,577,235.00 is Local Control Funding Formula (LCFF), \$1,547,633.00 is other state funds, \$4,371,310.00 is local funds, and \$1,319,279.00 is federal funds. Of the \$34,577,235.00 in LCFF Funds, \$1,863,021.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palisades Charter High School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palisades Charter High School plans to spend \$41,855,132.00 for the 2023-2024 school year. Of that amount, \$31,966,538.00 is tied to actions/services in the LCAP and \$9,888,594.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

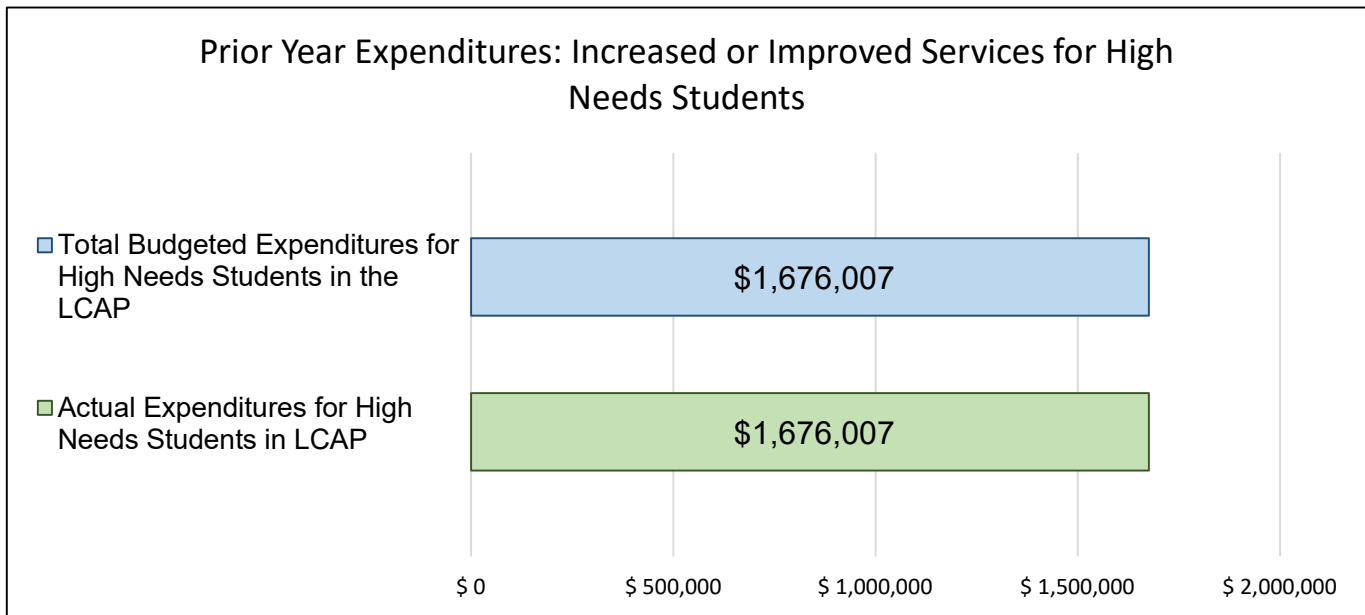
General fund budget expenditures not included in LCAP plan are expenses such as classified office staff, administrative salaries, & asset depreciation -- all groups who help implement plans listed in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Palisades Charter High School is projecting it will receive \$1,863,021.00 based on the enrollment of foster youth, English learner, and low-income students. Palisades Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Palisades Charter High School plans to spend \$1,863,021.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-2023



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

The text description of the above chart is as follows: In 2022-2023, Palisades Charter High School's LCAP budgeted \$1,676,007.00 for planned actions to increase or improve services for high needs students. Palisades Charter High School actually spent \$1,676,007.00 for actions to increase or improve services for high needs students in 2022-2023.

# Local Control and Accountability Plan

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

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

## Plan Summary 2023-2024

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

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

### Reflections: Successes

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

LCAP Goal #3 - Positive & Safe School Environment - "Expanding Access to Mental Health Services"

In 2022-23, PCHS hired a 2nd full-time school Psychologist, added +0.4 FTE of mental health support (PSW), and shifted our School Therapist to provide support at Pali Academy. Mental health awareness, access and engagement has expanded to meet the current increased demand for students experiencing mental health concerns (post COVID).

LCAP Goal #1 – Increasing Proficiency and Academic Achievement - “Professional Development”

PCHS is continually diversifying and personalizing Professional Development opportunities. The multi-tiered PD model continues to be effective (schoolwide, PLC, SLC personal). In 2022-23 we have offered new PD opportunities based on feedback from our faculty (EdTech, safety, Grading for Equity, DEI, etc.). PCHS achieved 100% participation in anti-hate training at the Museum of Tolerance .

LCAP Goal #1 – Increasing Proficiency and Academic Achievement:

- Math Support for SpEd students
- Literacy Course
- Diversifying Curriculum in ELA
- Expansion of Math Paraprofessionals and Math Lab

- Study Center Tutoring Program
- Restructure and Expansion of EL Team
- Additional Interventionist hire

## Reflections: Identified Need

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

LCAP Goal #3 - Positive & Safe School Environment - "Maintaining chronic absenteeism rate below 2%"

PCHS has dedicated additional resources towards attendance and absenteeism outreach and has implemented a 3-tier system of support/intervention. The current chronic absenteeism rate of approximately 13.1% is improved from the 2021-22 chronic absenteeism rate of approximately ~21.63%. The chronic absenteeism trend can be seen across the State. Looking forward to 2023-24, PCHS will review the attendance policy.

LCAP Goal #1 – Increasing Proficiency and Academic Achievement:

- Math Curriculum and Instruction
- Literacy Support
- Assessment Data Collection
- Refinement of Systemic Intervention Pyramid

## LCAP Highlights

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

This past year challenged us to think creatively to provide students with the resources and support they needed to be successful. With the help of our educational partners, we have consolidated our goals into four (4) broad goals that reflect the school strategic objectives, and executed on those goals for 2022-2023.

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

Some of the key actions include hiring a full-time CTE Coordinator, approving a Special Education Coordinator position and increased investments across technology, mental health, professional development, expanding instructional learning time, and student support services (intervention, credit deficiency and tutoring efforts). In addition, PCHS maintained double the Virtual Academy program enrollment versus prior year, implemented a baseline schoolwide assessment (NWEA), expanded tutoring services, and built upon the recently established safety committee. Lastly, PCHS adjusted the bell schedule to launch a new "Pali Period" schedule.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A - Palisades Charter High School operates on a single-site.

### ***Support for Identified Schools***

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

N/A - Palisades Charter High School operates on a single-site.

### ***Monitoring and Evaluating Effectiveness***

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

N/A - Palisades Charter High School operates on a single-site.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its 2023-2024 LCAP and to also solicit feedback on the 2022-23 annual update. Specifically, PCHS held various public meetings between December 2022 through May 2023 to solicit feedback at the Long-Term Strategic Planning committee (LTSP), and Budget & Finance committee meetings. In addition, PCHS leveraged the Academic Accountability committee, Department Chair meetings and department specific surveys in order to identify areas of need and solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the LCAP. During the consultation and educational partner feedback process regarding the progress of the school's 3-year LCAP, PCHS communicated remotely (via Zoom) with pupils, families, educators, and other educational partners who do not have internet access, or speak languages other than English. PCHS offered information to all students/families regarding low-cost resources for Home Internet Access, and for those families that still could not get Internet Services from Home were/are provided Hotspots at no cost to them. PCHS also has provided Student Internet Access such as (but not limited to) Chromebooks to students that requested them. PCHS has additional Hotspots and Student Access Devices for those that need them. Specifically, at the February 2023 Long-Term Strategic Planning Committee meeting, feedback was solicited to identify progress towards the 2022-23 LCAP. The meeting focus also was on areas of need, which influenced the development of the 2023-24 LCAP. In addition, as a result of receiving one-time funds, PCHS also held specific meetings and surveys regarding the Learning Recovery Emergency Grant and the Arts, Music and Instructional Materials Block Grant. While this feedback supported the allocation of these one-time grants, the focus areas, themes and actions all contributed to the 2022-23 recap and 2023-24 LCAP development.

A summary of the feedback provided by specific educational partners.



**Students:** Students specifically mentioned that they would like additional time for school activities, student engagement and intervention support. Overall, through LTSP meetings, students communicated a voice of support for increases efforts in technology, transportation, equitable services, expanded tutoring services and additional mental health support. In 2022-23, there was significant discussion on a 1:1 student device program, and the students played a large role in providing feedback.

**Parents:** Parents provided significant feedback in 2022-23. Key areas of discussion related to the implementation of a 1:1 student device program and the 2023-24 transportation program.

**Teachers and staff:** The faculty were surveyed throughout the year (Google Forms, Checkout Surveys, UTLA Survey Monkey Surveys, and the Operations/Technology Department Surveys). Feedback was solicited regarding professional development, technology needs, one-time grant funding priorities, 2023-24 bell schedule and grading policies. From these surveys, more time was created in the 2022-23 schedule for professional development, intervention, office hours, and PLC planning and we plan to do the same in 2023-24. Related to one-time funding priorities, department feedback indicated support for the following (not listed in order of preference): (1) class size reduction, (2) technology, (3) professional development, (4) mental health services, (5) expanded tutoring offerings and (6) expanded credit recovery efforts.

**Administrators:** Administrators gave feedback concerning policies that would ensure educational equity at the school site. To maintain equity for all students, attendance policies were evaluated and implemented in 2022-23. In addition, technology (EdTech plan), safety (fencing, security) Professional Development were focus areas in 2022-23. In fact, the school approved an EdTech Plan and 1:1 student device program for 2023-24. The administrative team also communicated long-term fiscal obligations, which directly impact the LCAP expenditures.

### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

Specifically, our LCAP goals and action items were a direct result of educational partner feedback at the LTSP committee meetings. The various educational partners leveraged existing school-wide and WASC goals to find commonalities and collaborate to refine our 2023-24 broad goals. Each of the five sub-groups then provided direct feedback on the actions associated with each LCAP goal, as well as provided feedback on school-wide and department specific expenditures. The LTSP committee met monthly between September 2022 and May 2023 to discuss progress towards the 2022-23 LCAP and the development of the 2023-24 LCAP.

# Goals and Actions

## Goal

Goal #	Description
1	Increase Proficiency & Academic Achievement

### An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Teachers: Fully credentialed & appropriately assigned.	100% of teachers fully credentialed and properly assigned.	100% of teachers were fully credentialed and properly assigned.	100% of teachers were fully credentialed and properly assigned.		100% credentialed teachers.
70% of English Learners will show progress in English proficiency (as measured by ELPAC)	65% of English Learners showed progress in English proficiency (as measured by ELPAC)	PCHS SHPE chapter collapsed during COVID. All other supports and organizations remained in place. PCHS was able to test 100% of its students for their initial assessments and summative ELPAC assessments. Literacy rates measured by the Scholastic Reading	PCHS was able to test 100% of its students needing initial and summative ELPAC assessments. Literacy rates measured by the Scholastic Reading Inventory demonstrated individual student growth as did summative ELPAC results, which showed that only one of 21 students tested decreased a level. 11 students saw their		70% of English Learners showing progress in English proficiency (as measured by ELPAC)

		Inventory tests demonstrated and upward trend. Further data will be analyzed when the ELPAC results are available for review.	scores increase a level and 2 students remained constant, scoring a 4 out of 4 for a second consecutive year.		
10% English learner reclassification rate	10% English learner reclassification rate	Last year, PCHS exceeded the 10% target with a reclassification rate of 37%. This year, since we had a smaller and more migrant population (students from the Ukraine) we will need 3 students to reclassify out of 26 to meet the 10% target.	This year, PCHS exceeded the 10% target, reclassifying 4 out of 23 students, a 17.4% reclassification rate. 10% English learner reclassification rate  Exceeded the target during 2021-2023 Reclassification Rate Chart		10% English learner reclassification rate
50% of pupils who pass AP exams with a score of 3 or higher	2019-2020 data not available (modified exams). 2018-2019 used as baseline instead:  72.4% of students passed with a score of 3 or higher.	2020-2021  86% of students passed with a score of 3 or higher.	2021-2022  87% of students passed with a score of 3 or higher.		50% of pupils who pass AP exams with a score of 3 or higher
30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math)	2019-2020 data not available. 2018-2019 used as baseline instead:  80.5% ELA Standard Met or Exceeded  45.57% Math Standard Met or Exceeded	2020-2021 testing data not available.  NA - ELA Standard Met or Exceeded  NA - Math Standard Met or Exceeded	2021-2022  69% ELA Standard Met or Exceeded  41% Math Standard Met or Exceeded		30% of pupils exceed college readiness standards as measured by ELA & Math assessment programs

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanding Intervention	Continued implementation of an Academic Coordination of Success Team (ACOST) to offer	\$200,000.00	Yes

	Services	academic support, intervention, and monitoring for struggling students		
2	Professional Development	Continuously diversify and personalize PCHS staff Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD.	\$434,876.00	No
3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	Commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.	\$0.00	No
4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)	Continue active learning with curriculum based PD and by offering Summer mini grants focused on new curriculum development and assessment. Also continue evaluating curriculum review to develop inclusive and responsive curriculum. Instructional Materials, teacher materials and other necessary items required to diversity curriculum offerings.	\$0.00	No
5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	Implement "Grading for Equity" pilot in PLC's and departments.	\$0.00	No
6	Teachers: Fully credentialed & appropriately assigned	Palisades Charter High School will continue staffing of instructional programs and review of all teacher credentials per the master schedule.	\$22,280,817.00	No
7	Instructional Materials: Every Student has standards-aligned materials	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	\$356,092.00	No
8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	English Learners: Palisades Charter High School will continue to ensure that all teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization.	\$0.00	Yes
9	Parent input in decision-making	PCHS will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.	\$60,000.00	Yes
10	Parental participation in programs for unduplicated pupils	PCHS will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). Provide parent involvement and education opportunities	\$0.00	Yes

		through the Parent Involvement for Quality Education (PIQE/FACTOR) program, Fuerza Unida, and TVN.		
11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in their English and Math classes.	\$0.00	No
12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	EL students will maintain growth in English Language Development each academic year as measured by the ELPAC (formerly CELDT). The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	\$0.00	Yes
13	10% English learner reclassification rate	In order to identify the percentage of English Learners who classify as fluent English proficient (RFEP), EL students will be supported by the EL Coordinator, EL Teacher, EL Assistant, and other programs will be utilized to provide services to EL students and families.	\$1,005,000.00	Yes
14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	Palisades Charter High School will continue to create opportunities for AP course offerings, continue staffing of AP instructional programs and support AP students to encourage 50% of AP students to pass at least one AP exam with a score of 3 or higher.	\$0.00	No
15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in English and Math classes.	\$0.00	Yes

## Goal Analysis for 2022-2023

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

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

The EL Department consisted of a coordinator, two teachers, an instructional aide, and a staff member identified to support RFEP students. Staff engaged in ongoing Professional Development to identify instructional strategies and curriculum. Staff also regularly reviewed data to guide decisions regarding student support. Monthly meetings were held for families, and staff provided targeted outreach to families who did not attend meetings to ensure the delivery of important information.

Explanation of any differences in what was planned vs what was actually implemented.

In reviewing the data and performance of the former team members, the administration strategically appointed a new EL Coordinator and ELD teacher. Both staff members were given training, support, and appropriate materials to prepare students for reclassification. Additionally, the EL team formed a PLC, which met monthly to review student academic progress data reports, coordinate monthly parent meetings, and refer students to supports available, including academic and mental health supports. In addition, mentors were assigned to students who were failing to make adequate academic progress. The EL coordinator also worked with the school's newly hired interventionist to ensure coordination of services. The cohort of ELD teachers, instructional aides, and counselors engaged in ongoing Professional Development aimed at increasing the self-efficacy and academic outcomes of newcomers and Long-Term English Learners (LTEL). In addition, the Pali Period was used to provide targeted interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The restructuring of the EL Department resulted in a higher reclassification rate, and an increase in student academic outcomes evidenced by an increase in the overall progress in English proficiency. The school is looking forward to an increased EL progress indicator of over 90% much like the attainment it achieved from 2015-2017 due to the majority of increased ELPAC scores in 2023.

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

- Restructure courses and course sequencing
- Strategic use of data to inform course placement
- Collaborated with counselors for appropriate student scheduling
- Working with Study Center coordinator to identify peer tutors for EL and RFEP students
- Coordinating with Fuerza Unida to provide additional supports for Latinx students in the EL program

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
2	Prepare Graduates for Post-Secondary Experiences

### An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
70% of pupils who have successfully completed A-G Requirements	70% of pupils who have successfully completed A-G Requirements	70% of pupils who have successfully completed A-G Requirements	70% of pupils successfully completed A-G Requirements		70%
70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils successfully completed CTE courses from approved pathways		70%
70% of pupils who have successfully completed both A-G and CTE courses	70% of pupils who have successfully completed both A-G and CTE courses	70% of pupils who have successfully completed both A-G and CTE courses	70% of eligible pupils have successfully completed both A-G and CTE courses		70%
Maintain graduation rate above 96%	97% graduation rate.	97% graduation rate.	97% graduation rate.		97%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	College Center Support		\$285,000.00	No
2	Career Center Support	Develop partnerships through development director & CTE advisory council to enhance services and expose students to college course and alternative opportunities	\$126,500.00	No
3	Career Technical Education Program Support	Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers	\$808,008.00	No
4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	Continue PCHS' dual enrollment course offering with its community college partners for students to earn both School and college credits.	\$340,000.00	No
5	70% of pupils who have successfully completed A-G Requirements	Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida that leads to more students taking and completing A-G and/or CTE courses.	\$645,524.00	No
6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses.	\$0.00	No
7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased A-G and CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses in addition to A-G requirements.	\$0.00	No
8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	Continued efforts to maintain student academic achievement and increase graduation rate from 99% to 100%. Efforts include Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing A-G requirements.	\$0.00	No

## Goal Analysis for 2022-2023

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

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



- Professional Development: Continuously diversify and personalize PCHS staff Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD. PCHS continued to give diverse PD opportunities, and, this year, and updated our Professional Development Plan as well as our Ed Tech PD Plan. The PCHS Board adopted a 1:1 device program, which was the key part of the EdTech Plan. In addition, 100% of the staff attended ant-hate training at the Museum of Tolerance.

Increase A-G, Honors, and AP access to Black/African American students and Latinx students. Commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students. The results will be available in July. However, PCHS did increase access to A-G, honors and AP courses in 2022-23. Some came as a result of the A-G Completion grant, while the remainder came out of unrestricted funds.

Parental participation in programs for unduplicated pupils PCHS will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE/FACTOR) program, Fuerza Unida, and TVN. PCHS held two successful parent PIQE/FACTOR graduations after completing five virtual classes. Fuerza Unida and TVN held five parent outreach sessions. Monica Iannessa, Dina Salama, and tech team members held Parent Zoom training on both Schoology and Infinite Campus three times throughout the year. The AA team also supported parent walk-ins with Schoology and Infinite Campus questions or username/password issues

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Budgeted expenditures are on par with estimated actual expenditures. The variance is attributed to expanded CTE pathways, which resulted in additional CTE revenue, which was used on instructional materials.

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

PCHS has been strategic and specific in its goals for the 2022-23 school year. PCHS focused on all detailed actions throughout the year and achieved actions/metrics within LCAP Goal #2.

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

For goal #2, preparing graduates for post-secondary experiences was critical to ensuring that we prepare our students for positive outcomes beyond graduation in 2022-23. The focus on college and career readiness ensured that our students were well prepared to positively contribute to society in meaningful ways. PCHS showed continued success in 2022-23 with high levels of achievement (A-G Completion rate of 82%, CTE completion rate of 70%, and graduation rate of 96%). In 2022-23, PCHS brought on a full-time CTE Coordinator, to expand CTE pathways. PCHS also brought on an additional part-time personnel to support the college and career center (0.5 FTE). Lastly, for next year, additional counselor hours will be allocated (+15 school days per counselor).

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
3	Safe & Positive School Environment

## An explanation of why the LEA has developed this goal.

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

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

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

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate	2.5% suspension rate and 0.9% expulsion rate.	2.5% suspension rate and 0% expulsion rate.	2.02% suspension rate and 0% expulsion rate.		Maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate
School will maintain a high ADA- as close to 96% as possible.	96% ADA (2019-2020 P2 ADA - held harmless for 2020-2021)	93.04% ADA	93.5% ADA		96% ADA
Maintain chronic absenteeism under 2%.	2% chronic absenteeism rate.	21.63% chronic absenteeism rate.	13% chronic absenteeism rate.		>2% chronic absenteeism rate.
Maintain high school dropout rate below 1%	>1% dropout rate.	0.9% dropout rate.	0.9% dropout rate.		>1% dropout rate.

# Actions

Action #	Title	Description	Total Funds	Contributing
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1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	(1) Maintain current counseling support, (2) add 1.0 counselor FTE and (3) increase counseling services/hours to create a positive school environment.	\$0.00	No
2	Expand access and availability of mental health services	Expand Mental Health Services to provide increased support for students transitioning from virtual to classroom based instruction	\$290,000.00	No
3	Develop and maintain a positive and equitable school climate and culture.	Continue/Expand (1) Food service program, (2) Campus Unification efforts, (3) transportation, and (4) restorative justice program.	\$958,600.00	Yes
4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Increase support for at risk and credit deficient students at Pali Academy	\$0.00	Yes
5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. Including a focused effort on school discipline (3 school deans) and school safety officer.	\$530,000.00	No
6	School will maintain a high ADA- as close to 96% as possible.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	\$294,467.00	No
7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	Attendance Personnel/training in order to implement absenteeism outreach. Continue with high levels of communication with various media/formats to engage students and parents/guardians. In addition, continue with intervention & counseling support for students with attendance concerns.	\$0.00	No
8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	This action is executed in parallel with pupil graduation rate. Efforts include prevention and intervention strategies, as well as enrollment in appropriate programs.	\$0.00	No

## Goal Analysis for 2022-2023

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

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

For goal #3, a safe and positive school environment was prioritized. As a result of the mental and physical health needs, PCHS educational partners felt that prioritizing this area was necessary in order to create a safe school environment for all students and staff.

In 2022-23, PCHS invested heavily in creating a safe and positive school environment: \

- Safety: security camera refreshes, additional security personnel, maintaining a School Resource Officer, implementing school-wide safety/security PD, maintaining a safety committee to explore/implement a security assessment. In addition, the creation of the "Pali Period" bell schedule allowed for built-in time each week to focus on various safety initiatives (drills, exercises, etc).
- Socio-emotional: PD opportunities, temporary interventist, maintained additional .2 FTE mental health support, expanded therapeutic services, added an additional school psychologist.
- Students Services: part-time attendance and absenteeism outreach personnel, PBIS.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is main substantive difference between the described actions/services and the implemented actions services is the increased substitute expenditures (in-house subs and out-sourced third party subs).

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

PCHS has been strategic and specific in its goals for the 2022-23 school year. Regarding LCAP Goal #3, PCHS achieved most metrics, but struggled with attendance rates and chronic absenteeism rates. Despite, all actions which PCHS executed were successful in reaching our goal.

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

- PCHS is continuing to evaluate adjusting or expanding action items in order to achieve our LCAP goals in 2023-24. A few proposed changes for next year:
- Additional absenteeism outreach
  - Attendance reporting improvement
  - SIS integration, focused on attendance and behavior
  - Adding a full-time Special Education Coordinator (1.0 FTE)
  - Implementing eHall pass, for student safety/security purposes
  - Evaluating perimeter fencing project
  - Camera refreshes and new installations

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
4	Modernization

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Implement 100% adoption of 1:1 student devices	1,500 student devices (50%)	50%	50%, but devices have been purchased to ensure we reach 100% in 23-24		100% adoption of 1:1 device
Audio/Visual Enhancements: 50% classroom adoption of smartboards	0%	28%	28.5%		50% classroom adoption of smartboard displays

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Access to Technology	Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.	\$949,023.00	No
2	Maintenance/Facilities	PCHS will continue to work with LAUSD to maintain a clean and safe facility in good repair (space and aging infrastructure).	\$1,027,767.00	No
3	100% adoption of 1:1 student device program	Adopt EdTech plan and achieve 100% 1:1 student device program. Must purchase 1,650 student devices in 2023-24 to accomplish this	\$914,000.00	No

4	In-classroom modernization: 50% of classrooms with smartboards	Purchase additional smartboards/promethean displays to ensure 50% of classrooms are modernized.	\$110,000.00	No
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## Goal Analysis for 2022-2023

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

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

For goal #4, Modernization was prioritized by our stakeholder groups which included investments in education technology, in-classroom modernization, developing new/modern curriculum and also modernizing facilities. The actual implementation of actions was on-par with planned actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures were in-line with actual expenditures.

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

Keeping up with updating technology/infrastructure and providing safe/improved facilities will continue to be the focus for 2023-24. This year modernization was implemented both in and out of the classroom.

- digital textbooks
- Smartboards
- staff/faculty devices and lab refreshes
- installation of automatic exit gate
- routine maintenance

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

After reflecting on prior practice, PCHS has implemented the following strategies and actions for 2023-24.

- 100% adoption of 1:1 student device program
- implementation of EdTech specific PD
- 40% adoption of Smartboards in classrooms
- quad modernization project
- front of school safety/security fence project
- wireless network infrastructure project
- IDF fiber optic cable project

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,863,021.00	\$0.00

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.39%	0.00%	\$0.00	5.39%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

### Required Descriptions

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration that best meets the identified needs of these students. Some of these actions and services are being performed on a schoolwide basis, in order to increase their overall efficiency and effectiveness.

Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. PCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as Smarter Balanced IABs, CAASPP, AP, and PLC Benchmark Assessments at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the school employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing courses and workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff provide outreach to ensure that students are aware of these supports. Further, all students, including socioeconomically disadvantaged students, have access to mental health counseling, and free tutoring. In 2022-23 an temporary interventionist was brought on board in order to provide additional outreach to students in need

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

PCHS is required to increase or improve services for English learners, foster youth, and low-income students by 5.39% which is equal to \$1,863,021 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. All the actions & services listed are discussed in more detail in the body of the LCAP. These actions are principally directed towards unduplicated students and contribute towards increasing or improving services for high needs students leading to accelerating student achievement and supporting the socio-emotional needs of those students. Currently, we can review the following data to assess the 2022-23 Academic Gains:

- Statewide assessment participation and performance (ELPAC for ELLS and CA Interim Comprehensive- Assessments for Junior Class)
- Progress toward English language proficiency (Scholastic Reading Inventory, Achieve 3000)
- Grade Distribution
- ADA rates
- Chronic absenteeism rates
- PLC formative and summative assessment (internal assessments)
- AP Participation
- Intervention Data
- Stakeholder Surveys (Socioemotional, Mental Health)
- Enrollment and Participation rates in both virtual and specialized programs
- NWEA Assessment

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

PCHS is not eligible for concentration grant or concentration grant add-on funding. The unduplicated pupil count is well below 55%.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	81.94	N/A
Staff-to-student ratio of certificated staff providing direct services to students	20.34	N/A

# Action Tables

## 2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,959,871.00	\$4,977,923.00	\$87,302.00	\$2,590,578.00	\$31,615,674.00	\$26,611,135.00	\$5,004,539.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Expanding Intervention Services	Foster Youth, Low Income, English learner (EL)	\$0.00	\$0.00	\$0.00	\$200,000.00	\$200,000.00
1	2	Professional Development	All	\$0.00	\$375,181.00	\$0.00	\$59,695.00	\$434,876.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	African-American, Hispanic or Latino	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	6	Teachers: Fully credentialed & appropriately assigned	All	\$19,384,565.00	\$2,896,252.00	\$0.00	\$0.00	\$22,280,817.00
1	7	Instructional Materials: Every Student has standards-aligned materials	All	\$0.00	\$356,092.00	\$0.00	\$0.00	\$356,092.00
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		Standards (repeated expenditure, Goal 1, Action 2)						
1	9	Parent input in decision-making	Low Income, English learner (EL)	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00
1	10	Parental participation in programs for unduplicated pupils	Low Income, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	13	10% English learner reclassification rate	English learner (EL)	\$1,005,000.00	\$0.00	\$0.00	\$0.00	\$1,005,000.00
1	14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	College Center Support	All	\$278,000.00	\$0.00	\$7,000.00	\$0.00	\$285,000.00
				\$126,500.00	\$0.00	\$0.00	\$0.00	\$126,500.00

2	2	Career Center Support	All					
2	3	Career Technical Education Program Support	All	\$500,000.00	\$270,374.00	\$0.00	\$37,634.00	\$808,008.00
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	All	\$340,000.00	\$0.00	\$0.00	\$0.00	\$340,000.00
2	5	70% of pupils who have successfully completed A-G Requirements	Low Income, All, English learner (EL), Foster Youth	\$0.00	\$645,524.00	\$0.00	\$0.00	\$645,524.00
2	6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Increase counseling support (repeated expenditure, Goal 1, Action 6)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Expand access and availability of mental health services	All	\$0.00	\$0.00	\$0.00	\$290,000.00	\$290,000.00
3	3	Develop and maintain a positive and equitable school climate and culture.	English learner (EL), Foster Youth, Low Income	\$302,900.00	\$78,500.00	\$80,302.00	\$496,898.00	\$958,600.00
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.		\$530,000.00	\$0.00	\$0.00	\$0.00	\$530,000.00
3	6	School will maintain a high ADA- as close to 96% as possible.	All	\$294,467.00	\$0.00	\$0.00	\$0.00	\$294,467.00
3	7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Increase Access to Technology	All	\$60,672.00	\$356,000.00	\$0.00	\$532,351.00	\$949,023.00
4	2	Maintenance/Facilities	All	\$1,027,767.00	\$0.00	\$0.00	\$0.00	\$1,027,767.00
4	3	100% adoption of 1:1 student device program	All	\$0.00	\$0.00	\$0.00	\$914,000.00	\$914,000.00
4	4	In-classroom modernization: 50% of classrooms with smartboards		\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00

# 2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,577,235.00	\$1,863,021.00	5.39%	0.00% - No Carryover	5.39%	\$1,307,900.00	0.00%	3.78%	<b>Total:</b>	\$1,307,900.00
								<b>LEA-wide Total:</b>	\$1,005,000.00
								<b>Limited Total:</b>	
								<b>Schoolwide Total:</b>	\$302,900.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Expanding Intervention Services	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$0.00	0.00%
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	Yes	Schoolwide	English learner (EL)	All Schools	\$0.00	0.00%
1	9	Parent input in decision-making	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$0.00	0.00%

1	10	Parental participation in programs for unduplicated pupils	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$0.00	0.00%
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	Yes	Schoolwide	English learner (EL)	All Schools	\$0.00	0.00%
1	13	10% English learner reclassification rate	Yes	LEA-wide	English learner (EL)	All Schools	\$1,005,000.00	0.00%
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	3	Develop and maintain a positive and equitable school climate and culture.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$302,900.00	0.00%
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%

# 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$30,925,214.00	\$31,966,538.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Expanding Intervention Services	Yes	\$200,000.00	\$200,000.00
1	2	Professional Development	No	\$434,876.00	\$434,876.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	No	\$0.00	\$0.00
1	4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)	No	\$0.00	\$0.00
1	5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	No	\$0.00	\$0.00
1	6	Teachers: Fully credentialed & appropriately assigned	No	\$22,280,817.00	\$23,674,075.00
1	7	Instructional Materials: Every Student has standards-aligned materials	No	\$679,632.00	\$619,721.00
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
1	9	Parent input in decision-making	Yes	\$60,000.00	\$60,000.00



1	10	Parental participation in programs for unduplicated pupils	Yes	\$10,000.00	\$8,500.00
1	11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00
1	13	10% English learner reclassification rate	Yes	\$1,005,000.00	\$1,005,000.00
1	14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00
2	1	College Center Support	No	\$285,000.00	\$285,000.00
2	2	Career Center Support	No	\$126,500.00	\$126,500.00
2	3	Career Technical Education Program Support	No	\$808,008.00	\$808,008.00
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	No	\$340,000.00	\$340,000.00
2	5	70% of pupils who have successfully completed A-G Requirements	No	\$645,524.00	\$654,524.00
2	6	70% of pupils who have successfully completed CTE	No	\$0.00	\$0.00

		courses from approved pathways (repeated expenditure, Goal 1, Action 6)			
2	7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
2	8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
3	1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
3	2	Expand access and availability of mental health services	No	\$290,000.00	\$290,000.00
3	3	Develop and maintain a positive and equitable school climate and culture.	Yes	\$958,600.00	\$958,600.00
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00
3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	No	\$530,000.00	\$530,000.00
3	6	School will maintain a high ADA- as close to 96% as possible.	No	\$294,467.00	\$294,467.00
3	7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	No	\$0.00	\$0.00
3	8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	No	\$0.00	\$0.00
4	1	Increase Access to Technology	No	\$949,023.00	\$649,500.00
4	2	Maintenance/Facilities	No	\$1,027,767.00	\$1,027,767.00

## 2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	\$1,307,900.00	\$1,307,900.00	\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Expanding Intervention Services	Yes	\$0.00	\$0.00	0.00%	0.00%
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	9	Parent input in decision-making	Yes	\$0.00	\$0.00	0.00%	0.00%
1	10	Parental participation in programs for unduplicated pupils	Yes	\$0.00	\$0.00	0.00%	0.00%
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00	0.00%	0.00%
1	13	10% English learner reclassification rate	Yes	\$1,005,000.00	\$1,005,000.00	0.00%	0.00%
1	15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	3	Develop and maintain a positive and equitable school climate and culture.	Yes	\$302,900.00	\$302,900.00	0.00%	0.00%
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%	\$1,307,900.00	0.00%	0.00%	\$0.00 - No Carryover	0.00% - No Carryover

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$60,000.00	\$59,695.00	\$0.00	\$0.00	\$0.00	\$2,470,883.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Expanding Intervention Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$200,000.00
1	2	Professional Development	\$0.00	\$59,695.00	\$0.00	\$0.00	\$0.00	\$0.00	\$434,876.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	4	Diversify Curriculum (repeated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		expenditure, Goal 1, Action 2)							
1	5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	6	Teachers: Fully credentialed & appropriately assigned	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,280,817.00
1	7	Instructional Materials: Every Student has standards-aligned materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$356,092.00
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	9	Parent input in decision-making	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00

1	10	Parental participation in programs for unduplicated pupils	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	13	10% English learner reclassification rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,005,000.00
1	14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

1	15	30% of pupils who exceed college readiness standads as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	College Center Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$285,000.00
2	2	Career Center Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$126,500.00
2	3	Career Technical Education Program Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,634.00	\$808,008.00
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$340,000.00
2	5	70% of pupils who have successfully completed A-G	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$645,524.00



		Requirements							
2	6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Expand access and availability of mental health services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$290,000.00	\$290,000.00

3	3	Develop and maintain a positive and equitable school climate and culture.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$496,898.00	\$958,600.00
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$530,000.00
3	6	School will maintain a high ADA- as close to 96% as possible.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$294,467.00
3	7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Increase Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$532,351.00	\$949,023.00

		to Technology							
4	2	Maintenance/Facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,027,767.00
4	3	100% adoption of 1:1 student device program						\$914,000.00	\$914,000.00

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs



may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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



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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).



- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### **Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# Coversheet

## 2023-2024 Compliance Monitoring and Certification of Board Compliance Review

**Section:** X. Governance  
**Item:** A. 2023-2024 Compliance Monitoring and Certification of Board  
Compliance Review  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23\_24 Compliance Monitoring and Certification.pdf

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2023-2024

School Name: Palisades Charter High School  
 Board President Name: Sara Margiotta  
 Charter Management Organization: N/A  
 LAUSD Loc. Code: 8798

**INSTRUCTIONS:** This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

**First submission** should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2023 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2024 via Dropbox.

**Note:** Checklist boxes cannot be left unchecked for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2023-2024" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(I).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(I) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2023-2024 Board meetings calendar</b> . See current	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-located Charter Schools only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.  N/A	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either <u>implemented the LAUSD Master Plan for English Learners and Standard English Learners</u> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.  <i>Sote Occupancy Agreement with LAUSD</i>	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	N/A  <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 7920.000, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
<p>and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a></p>	<ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school’s <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	<p>Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.</p>	<p>N/A</p> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. <b>For High Schools Only:</b> The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2023		BOARD CERTIFICATION BY JANUARY 12, 2024
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school’s adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state’s annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority’s questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 3, 2023)

The undersigned hereby certifies that, on 11/3/2023 the School Administrator of

*Palisades Charter High School*

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

<i>Pam Magee</i>	<i>Pam Magee</i>	11/3/2023
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2024)

The undersigned hereby certifies that, on \_\_\_\_\_, the Governing Board of

Date(s)

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

# Coversheet

## School Organized Conferences/Trips

**Section:** XI. Consent Agenda: Finance Items  
**Item:** A. School Organized Conferences/Trips  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** School Organized Trips.pdf

**Palisades Charter High School**

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

Check the appropriate box:  Field Trip  School Journey  Curricular Trip  Athletic Trip  
 Curricular Buss Tour  OTHER (Describe) Moot Court Competition

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

1. Destination University of Chicago Are admission fees charged? Yes x No \_\_\_\_\_  
 2. Dates of Trips February 16-19 3. Number of Students 6 Number of adults 1  
 4. Name and employee number of employee who will go on trip: Rauschuber 661689-6

5. Substitute required? Yes x No \_\_\_\_\_ How Many? 1 Source of funds? \_\_\_\_\_  
 6. Time schedule required by school: Leave School Morning Feb. 16th Arrive destination Evening 16th  
 Leave destination Morning 19th Return school Evening Feb. 19th

7. Duration of trip: Less than one day \_\_\_ One day \_\_\_\_\_ Overnight 1 (if overnight, how many days?) 2-3  
 8. Method of transportation: School bus (indicate number required) \_\_\_ Walking \_\_\_\_\_ Automobile x  
 Public Carrier: airplane x boat \_\_\_\_\_ bus \_\_\_\_\_ train \_\_\_\_\_ other \_\_\_\_\_ (explain) \_\_\_\_\_

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will Moot Court Competition. Pali's most experienced competitors will compete at the University of Chicago. Students are enrolled in Constitutional Law.  
Funding: Parents (Hotel/Air), Pali (Van), the Team will request funding from Booster for T-shirts and tournament fees

10. Source of funds for trip \_\_\_\_\_

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

11. Have the locations of the nearest emergency facilities been obtained? Yes x No \_\_\_\_\_  
 12. Have forms for parent's or guardian's permission been obtained? Yes x No \_\_\_\_\_

13. If hiking or camping activity:  
 a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 b. Has the area been checked for potential hazards? Yes \_\_\_\_\_ No \_\_\_\_\_  
 c. Has the School Police Department been notified of the trip? Yes \_\_\_\_\_ No \_\_\_\_\_

**APPROVALS:**

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

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

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



**Palisades Charter High School**

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

Check the appropriate box:  Field Trip  School Journey  Curricular Trip  Athletic Trip  
 Curricular Buss Tour  OTHER (Describe) Moot Court Competition

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

1. Destination UCSB Are admission fees charged? Yes  No   
 2. Dates of Trips March 1-3 3. Number of Students 11 Number of adults 1  
 4. Name and employee number of employee who will go on trip: Rauschuber 661689-6

5. Substitute required? Yes  No  How Many? 1 Source of funds?   
 6. Time schedule required by school: Leave School Morning March 1st Arrive destination Afternoon March 1st  
 Leave destination Afternoon March 3rd Return school Evening March 3rd

7. Duration of trip: Less than one day  One day  Overnight  (if overnight, how many days?) 2  
 8. Method of transportation: School bus (indicate number required)  Walking  Automobile   
 Public Carrier: airplane  boat  bus  train  other  (explain)

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will Moot Court Competition. Pali's newest members will compete at UCSB. Students are enrolled in Constitutional Law.  
Funding: Parents (Hotel), Pali (Van), the Team will request funding from Booster for T-shirts and tournament fees.

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

11. Have the locations of the nearest emergency facilities been obtained? Yes  No   
 12. Have forms for parent's or guardian's permission been obtained? Yes  No

13. If hiking or camping activity:  
 a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?  
 Yes  No   
 b. Has the area been checked for potential hazards? Yes  No   
 c. Has the School Police Department been notified of the trip? Yes  No

**APPROVALS:**

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

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

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

# Coversheet

## PCHS Self-Initiated Conference and Professional Development Requests

**Section:** XI. Consent Agenda: Finance Items  
**Item:** B. PCHS Self-Initiated Conference and Professional Development Requests  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Self-Initiated Conference and Professional Development Requests.pdf





# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **PCHS Self-initiated Conference and Professional Development Requests**

*Guidelines for PCHS approval of self-initiated conference and professional development requests.  
Department conferences and professional development will be reviewed separately.*

- A maximum of one self-initiated conference/professional development opportunity per year will be considered for approval.
- The conference/professional development content must have a direct correlation to the teacher's current course assignment. A written explanation including specific details of how this conference/training applies to the course content and how it will be implemented in the classroom during the current school year must be provided with the [Conference/Travel Request Form](#).
- The flyer/brochure describing the conference/professional development must accompany the request.
- Professional development scheduled on Monday and/or Friday may not be granted based on availability of substitute coverage or school events.
- Proof of completion must be provided, in addition to a presentation to the academic department including the department administrator.
- In all cases, be sure to allow sufficient time for approval (two weeks minimum).
- Out of state travel approval is rare and requires Board of Trustees approval prior to scheduling. If making a request, the request must be received a minimum of two weeks prior to the upcoming Board meeting.
- PRE-APPROVAL REQUIRED with sign off by Department Chair and Department Administrator. Submit final requests to the Executive Director/Principal.

### *Expenses*

Conference/Professional Development Registration: Self-arranged to be reimbursed by PCHS.

- Substitute coverage: Up to two days will be provided by PCHS.
- Lodging: Up to \$150
- Travel: Up to \$150

PCHS will pay a maximum of \$300 for travel and lodging.

Mileage: If the distance to the conference is less than your daily commute to Pali, there will be no mileage reimbursement. Pali would approve mileage for conferences up to 50 miles from your home.

- Meals: Non-reimbursable

Reimbursement: All itemized receipts must be attached to reimbursement forms. Requests for reimbursement must be submitted within two weeks of the completion of the conference/professional development.

September 2023



**Palisades Charter High School**

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

**CONFERENCE/TRAVEL REQUEST FORM**

Employee Attendee(s) Name(s): Karen Perkins, Ph.D.  
 Department/Site: Science Date of Request: 09/05/23  
 Name of Conference/Activity: AWP Annual  
 Organization/Company Holding the Conference/Activity: Association of Writers and Writing Programs  
 Location of Conference/Activity: Kansas City, MI Date(s) of Conference/Activity: Feb. 6-10, 2024  
 Purpose/Rationale (How will this conference/activity be of value to the school?)  
Improve written and oral communication skills with and among my students

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

Estimated Expenditures	Paid to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>1</u> people @ \$ 100.00 per person		✓	\$ 100.00
Certificated Substitute(s) <u>2</u> days @ 250.00 per day (sal. & stat. ben.)	✓		\$ 500.00
Travel - Mileage _____ miles @ \$ 0.585 per mile			\$ -
Travel - Airfare <u>1</u> people @ \$ <u>150.00</u> per person		✓	\$ <u>150.00</u>
Travel - Ride Sharing Svs/Taxi/Shuttle _____ Type total amount into "cost" cell			\$ -
Lodging <u>4</u> nights @ \$ - per night		✓	\$ <u>150.00</u>
Meals _____ Breakfasts @ \$ 10.00 per meal			\$ -
_____ Lunches @ \$ 10.00 per meal			\$ -
_____ Dinners @ \$ 20.00 per meal			\$ -
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
<b>TOTAL APPROXIMATE COST</b>			<b>\$ <u>900.00</u></b>
<b>AMOUNT APPROVED</b>			

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

Requestor Signature: Karen Perkins, Ph.D.

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

## AWP Conference

The AWP Conference & Bookfair is the annual destination for writers, teachers, students, editors, and publishers of contemporary creative writing. It includes thousands of attendees, hundreds of events and bookfair exhibitors, and four days of essential literary conversation and celebration. The AWP Conference & Bookfair has always been a place of connection, reunion, and joy, and we are excited to see the writing community come together again in Kansas City, Missouri in 2024.

### 2024 AWP Conference & Bookfair

Kansas City, Missouri  
February 7-10, 2024

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#### Key Dates

- October 13: Sponsor pledge deadline
- October 27: Small Press Publisher nominations deadline
- November 7: Bookfair stage application closes
- November 20: Early Bird rates end
- November 21: Preregistration rates begin
- November 21: Scholarship application closes