



Palisades Charter High School

Board Meeting

Date and Time

Tuesday February 20, 2024 at 5:00 PM PST

Location

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

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

SUPPORTING DOCUMENTATION:

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

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Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests		2 m
II. Closed Session			5:02 PM
A.	Conference with Legal Counsel - Anticipated Litigation	Vote	5 m
	<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: (one potential cases) 		
B.	Employee complaint/Assignment/Discipline/Dismissal/Release	Vote Dr. Martha Monahan	5 m
	<ul style="list-style-type: none"> • (Govt. Code section 54957) (Education Code section 44929.21) 		
C.	Potential Litigation	Vote	5 m
	<ul style="list-style-type: none"> • Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9 		
III. Open Session			5:17 PM
A.	Return to Open Session	FYI Sara Margiotta	1 m
B.	Report Out on Action Taken In Closed Session, If Any.	FYI Sara Margiotta	1 m
IV. Opening Items (Continued)			5:19 PM
A.	Public Comment	FYI	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,</i></p>		

	Purpose	Presenter	Time
<p><i>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>			

Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link <https://forms.gle/kSsxkvL6T9GgXpdEA>. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2)

<p>B. Approve Minutes</p> <p style="margin-left: 40px;">Approve minutes for Board Meeting on January 23, 2024</p>	<p>Approve Minutes</p>	<p>Sara Margiotta</p>	<p>5 m</p>
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V. Organizational Reports 5:54 PM

<p>A. Student Report</p>	<p>FYI</p>	<p>Rustin Kharrazi</p>	<p>3 m</p>
<p>B. Parent Report</p>	<p>FYI</p>	<p>Melissa Schilling, Saken Sherkhanov, Kristina Irwin</p>	<p>3 m</p>
<p>C. Represented Classified Staff Report</p>	<p>FYI</p>	<p>Andrew Paris</p>	<p>3 m</p>
<p>D. Unrepresented Classified Staff Report</p>	<p>FYI</p>	<p>Karen Ellis</p>	<p>3 m</p>
<p>E. Faculty Report</p>	<p>FYI</p>	<p>Maggie Nance, David Pickard, Tyler Farrell</p>	<p>3 m</p>
<p>F. Human Resources Director (HR) Report</p>	<p>Vote</p>	<p>Dr. Martha Monahan</p>	<p>5 m</p>
<p>G. Director of Operations Report</p>	<p>FYI</p>	<p>Dr. Pam Magee</p>	<p>3 m</p>

	Purpose	Presenter	Time
Report Stands as Submitted			
H. Admin. Safety and Security Team	FYI	Brooke King	3 m
I. Director of Development Report	FYI	Juan Pablo Herrera	3 m
There is nothing to report at this time.			
J. Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	3 m
K. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
VI. Board Committees (Stakeholder Board Level Committees)			6:31 PM
A. Academic Accountability Committee Update	FYI	Tyler Farrell	5 m
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C. Election Committee Update	FYI	David Pickard IV	5 m
D. Charter Committee Update	FYI	Sara Margiotta	5 m
VII. Board Committees (Board Members Only)			6:51 PM
A. Board Members Only- Committee Updates	FYI	Various	5 m
<ul style="list-style-type: none"> • Audit Committee • Grade Appeal Committee • Risk Management • Survey Committee 			
VIII. Academic Excellence			6:56 PM
A. WASC Report	FYI	Monica Iannessa and Tyler Farrell	20 m
B. Math Achievement: Comparison Presentation	FYI	Dr. Chris Lee and Monica Iannessa	10 m
C. 2022-2023 SARC Report	FYI	Dr. Pam Magee and Monica Iannessa	10 m
The SARC Report can also be found online -			
https://sarconline.org/public/summary/19647331995836/2022%E2%80%932023			

	Purpose	Presenter	Time
D. Annual Performance-Based Oversight Visit	FYI	Dr. Pam Magee	20 m
IX. Finance			7:56 PM
A. 2023-24 Budget vs Actuals	FYI	Juan Pablo Herrera	5 m
B. 2023-24 LCAP Mid-Year Update	Vote	Juan Pablo Herrera	5 m
"To approve the 2023-2024 LCAP mid-year update."			
C. Special Education Teacher Mod/Severe New-Hire Incentive	Vote	Dr. Martha Monahan	5 m
"To approve a \$15,000 employment/retention stipend for a new employee holding the Education Specialist Instruction: Extensive Support Needs (ESN) or equivalent credential."			
D. Policies & Procedures Update	FYI	Juan Pablo Herrera	5 m
X. Consent Agenda: Finance Items			8:16 PM
A. School Organized Conferences/Trips	Vote	Sara Margiotta	5 m
March 29 - April 3 Carnegie Hall, New York Supervising Teacher(s): Ms. Allison Cheng and Maggie Nance			
XI. New Business / Announcements			8:21 PM
A. Announcements / New Business	FYI	Sara Margiotta	1 m
• Date of the next regular Board Meeting: Tuesday, March 19, 2024 at 5:00pm			
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
XII. Closing Items			8:23 PM
A. Adjourn Meeting	FYI	Sara Margiotta	1 m

Coversheet

Approve Minutes

Section: IV. Opening Items (Continued)
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 23, 2024



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday January 23, 2024 at 5:00 PM

Location

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Trustees Present

Andrew Paris, David Pickard IV, Karen Ellis, Kiumars Arzani, Kristina Irwin, Maggie Nance, Melissa Schilling, Sara Margiotta, Tyler Farrell

Trustees Absent

Robert Rene, Rustin Kharrazi, Saken Sherkanov

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Jeff Roepel, Martha Monahan

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Jan 23, 2024 at 5:07 PM.

B. Record Attendance and Guests

Rustin Kharrazi is being represented by the ASB Vice-President Shira Berukhim.

C. Public Comment

Daliah Setareh - As a Jewish community they are afraid. Jewish students and parents are afraid to speak up and are hide because of concerns that students will be adversely impacted at Pali. She loves Pali and how they boast about a diverse student body. But, she feels like the Jewish students have been excluded by the Campus Unification Director. As an immigrant, she left Iran because of the Jewish oppression in schools. Her family also escaped from Germany because of oppression. She feels like her students are having a similar experience and it is affecting her students mental health. She doesn't feel like the Campus Unification Director did not embrace everyone in Pali's diverse student body. She states that after there was a complaint regarding the behavior of the Campus Unification Director and investigation was launched. She notes that the investigation did indication that students had been excluded from an event but that the report said that it was a "technical glitch". The report also states that his behavior was not a bias but that he was following the Ethnic Studies curriculum. It is hard to imagine a curriculum that said don't even ask me how I feel about Israel because they would not like his response or Jews are not a minority, they have not suffered. Wants to know what Ethnic Studies program that Pali has adopted allowed for this to happen.

Bahareh Aslmand - Definition of unify make or become united, uniform or whole. The Unification Director did not do so. He has caused division and made/makes students feel excluded, disliked and unsure about what they have been taught by their parents/teachers and religious leaders. He excluded Jewish students from the Living Justice Wall last year and again this year. She investigated and found out that he said that the Jewish community were not a minority and have not suffered. They are looking to Pali to have a sense of moral clarity. It is important to teach correct history because spreading misinformation leads to hate, intolerance and insights harassment. Jewish people constitute 2% of US population but 1/2 of hate crimes were against Jews. Concerned about Ethnic Studies Curriculum that is referenced in the Investigation report. She feels that this should not be taught at Pali. Need Unification Director that promoted inclusivity and that makes all students feel valued and connected.

Douglas Weston - Here on behalf of his daughter and the larger community. He heard about what the 2 previous speakers were talking about and is concerned. He holds Pali in high esteem. He has spent his professional life fighting for those who are marginalized in school settings. He feels like his daughter is now being forced to defend her identity. He went to a Boarding school when he was one of a very few Jewish students. He came to America because we stand for a different set of ideal. He didn't expect to find someone who was antisemitic and was justifying this through the curriculum.

Nancy Goodstein: Deferred time to Daliah Setareh - Want to know what Ethnic Studies Curriculum Pali has adopted. Parents and students have not been informed about how the school is addressing this issue with Campus Unification Director returning from his leave of absence and expressing that he felt that there had been a misunderstanding. They would like the urgent issue to be put on the agenda for the next Board meeting. How will Unification Director be a role model who will foster unification ad not exclusions and discrimination. They want to be part of the ethnic studies curriculum discussion. The Jewish faith is associated with antisemitism and wants the Jewish students to feel safe and respected like any other affinity group.

Mark Karlan - He praised Dr. Magee. His family has been at Pali for 6 years with 2 students. He also praised Karen Ellis for her efforts with his son Senior year. His son was co-President of Jewish student union and went to the Justice League and was told that Jewish students didn't belong because they hadn't experienced discrimination or oppression. His family was stunned by these comments. How can anyone think Jews have not experienced oppression, the Holocaust and thousands of years of other incidents of discrimination. Son took time to work with Unification Director and was finally allowed to join. He reports that this happened again this year days after the Oct. 7th massacre. They were told they could not be part of the Unification Wall. Asked how that was possible. The power of our community is in our unity. Everyone belongs, including the Jewish students.

Sylvia Karlan- Echo's her husband's statements. Thanking everyone at Pali for the wonderful years her students had. Wants to ensure that Jewish students are included in Justice League and all the other activities. Wants this to be included on next month's agenda to see how this is going to be addressed.

Pauline Hamid - Pali has been home away from home for her children. She knows that Dr. Magee is always there ready to help along with the counsellors. To hear what has happened to the Jewish students breaks her heart. Can't believe there is antisemitism and swastikas on campus. To have the Jewish told they don't belong days after the Oct. 7 massacre is wrong. We need to education the children and staff a little bit more so that history doesn't repeat itself. The Holocaust isn't repeated and Jewish students are not called pigs and should be burned. She wants to help to come up with a solution where all students to be heard. Thanked Pali for trying to spread awareness and wants a solution where everyone feels safe, included and loved.

Jennifer Sternberg - Wanted to be here to support. Born in South Africa and understands what discrimination feels like. She went to Pali High and never experienced anything like this. Her son, co-President of JSU was not told about representation at Back to School Night by the Campus Unification Director. Wants a person in this position that will unify the students vs. being divisive. What parameters are being set around the Ethnic Studies course that Unification Director was following? Wants to see what he is basing his views off of.

Aviva Hayempour - She has 1 student complete Pali and 2 currently enrolled. She reported that this is something the students discuss. They talk about the Campus Unification Director and what he does. Her son reports that he doesn't wear his Star of David around this individual because he isn't sure about what this individual may say to him or how he will react. Concerned she has a child who is hiding being Jewish because he has worked closely with the Campus Unification Director with Linkcrew and expresses concern about how his Jewishness will affect those interactions or whether the Director will sign off on his hours. She reports that this has been going on since her daughter was here (currently a Jr. in college) and concerned about the comments he has made. Doesn't believe it has to do with the Ethnic Studies curriculum because of off handed comments that have been made. This is an important position to bring the campus together and the students don't have confidence in the current Unification Director. This affects the attitude the kids have an whether or not they want to participate in some of the activities.

Shab Kerendina - Daughter was one of the 2 girls who was involved in this situation. After they heard the comments from Mr. Stewart they went to their counselor and counselor brought matter to the attention of Dr. Magee. He noted that the matter was handled very nicely at that point. Daughter was crying. They thought the matter was put to rest by Mr. Stewart not coming back to school anymore for the type of comments he made which were inappropriate. He is now back and stated that he didn't receive any

letter or did his daughter. His daughter does not feel safe. Mr. Stewart has a position of authority and has a right to dictate what happens as a person in charge. Because of this his daughter does not speak and just sits respectfully. His daughter told him that he kind of apologized saying he was sorry that she misunderstood him. That is more of an insult than it is an apology. Not sure what Mr. Stewart's beliefs are but they are affecting how he performs his duties at school. Doesn't think this matter is over yet.

Carolyn Bakhani - As her husband mentioned, they have been victims of antisemitism. When her daughter came home crying her eyes out, she has been waiting to see how the school will be handling it. She thanked Dr. Magee for how she has been handling it but when Mr. Gio came back to school she wanted to know where we are headed with this. Her kids are scared and she had been a proud parent that her kids had been students at Pali. She has sacrificed to get to the United States. She has been arrested and put in prison for being Jewish. Expressed concern about her child coming home crying and telling her about how her teacher treated her just because she was Jewish. Wants to know how school is going to handle the situation. She is very uncomfortable sending her kids to school knowing kids are not being treated equally. Wants someone in this position to make students feel safe at school. This is not the situation right now. Her students won't wear their Jewish stars to school at this point because their Director is treating them this way.

Kim Loppard: All DEI does is divide people more. We don't need to tell anyone they are superior or oppresses. Everyone is unique and everyone, independent of skin color or religion faces problems in their daily life. Stop telling kids one group is better or luckier than another. If someone is doing well it's because they worked hard. October 7th was a devastating day for Israel. If that happened to Americans we would be at full scale war now and our attackers would be decimated. Let those countries figure it out. We don't need someone at Pali leading our kids in either direction. Parents can discuss this at home.

Niloufar Berukhim: I believe that Jewish students at Pali have a place in DEI, because one of its' goals is to become aware and respectful of ALL people. Jewish people have often been questioned when we say we have been oppressed, because many have been able to rise again and become successful members of society. For example, my husband had to escape Iran at the age of 17, because of being Jewish. He arrived in the US with \$100 in his pocket, started working jobs the next day, moving from state to state until he found a place where he could effort to live, work and go to college. Staying a victim and blaming his past for consistent setbacks was never a choice. His story speaks for most parents of the Iranian Jewish students here at Pali. In the past few months my daughter has faced antisemitism and middle-eastern hate here in the US, more than ever. I am hoping that the Pali administration will offer the support my daughter needs at this time. Giving her a chance to raise awareness of her people as stated under DEI goals.

Bren Boston: As a Jewish parent, it is important that DEI include Jews, a tiny minority on Earth who have been persecuted over and over again. Jewish students need to feel safe on campus and in the curriculum. Any curriculum that paints Jews as an oppressor is false and inappropriate and should not be tolerated. Jews have a right to exist and to defend themselves in person and in conversation but they should not have to constantly defend their right to exist, especially not on campus .

Janet Lamden: Hi dear parents,
please come to the PALI board meeting on Tuesday, January 23 at 5 PM at Gilbert hall. We will be able to submit verbal and written comments during the public comment segment, which is right at the beginning of the board meeting at 5 PM.

Specifically, this is to address the issues with the DEI Campus Unification Director. As you know , he has repeatedly excluded the Jewish students and has made comments such as: Jews are not an oppressed minority but rich white people . This after he had been admonished and had been trained at the Wiesenthal Museum of Tolerance. And independent investigation concluded that although his behavior was not right, it was because he was following the Ethnic Studies Curriculum.

We basically just want the board to see that we want to be seen and heard and we do not feel safe. we need the board to see that there is a lot of support behind us. People will be able to make a two minute verbal comment. And there is a google form below to make written comments for anyone not able to attend the meeting in person. These comments are read as part of the Public Comment portion of the meeting.

It is important to stay positive and not be threatening in any way. WE DO NOT WANT TO THREATEN A LAWSUIT.

Suggested talking points:

1. we need a Director of campus unification, who knows how to unify rather than create disunity.
2. Since the independent investigator stated that Campus Unification Director's actions were not based on his personal bias but were based on the Ethnic Studies Curriculum, we want clarification on what ethnic studies curriculum Pali is implementing.
3. We want Pali to be transparent about what it is doing to make Jewish students feel safe
4. We want Pali to be engaged and committed to programs that teach cultural competence that includes the Jewish community.

WE DO NOT WANT TO THREATEN LAWSUITS at this time.

Thank you

Anonymous:

I am writing as a concerned stakeholder within the Palisades Charter High School community to express my deep concerns regarding recent information that has come to

light. It has come to my attention that stakeholders and parents have been informed that the Unification Director is involved in teaching an ethnic studies curriculum. This revelation is deeply upsetting for several reasons that I would like to outline below:

1. Lack of Teaching Credentials:

Firstly, it is disconcerting to learn that the Unification Director, does not possess the necessary credentials to be a qualified teacher. The role of a teacher requires specific training and certification to ensure that students receive a high-quality education. It is essential that individuals with the appropriate qualifications and expertise are entrusted with the responsibility of educating our students.

2. Absence of an Established Ethnic Studies Curriculum:

Secondly, it has been made clear that no ethnic studies curriculum has been developed at our school at this time. It is perplexing to hear that the Unification Director is purportedly involved in teaching a curriculum that does not even exist yet. An essential part of any educational program is the development and implementation of a well-structured curriculum, and this should be undertaken by educators with the necessary qualifications and experience in the subject matter.

3. Limited Relevance of Book Club Participation:

Lastly, I would like to point out that the Unification Director's involvement in a book club, while commendable, does not grant him the authority or expertise to develop or teach an ethnic studies curriculum. Ethnic studies is a complex and specialized field that requires educators with a deep understanding of the subject matter and the ability to engage students effectively in meaningful discussions and learning experiences.

In light of these concerns, I urge the Palisades Charter High School Board to thoroughly review and reconsider the role of the Unification Director in matters related to curriculum development and teaching. Our students deserve the best possible education, and it is essential that qualified educators are entrusted with the responsibility of shaping their educational experiences.

I appreciate your attention to this matter and look forward to hearing how the Board plans to address these concerns and ensure the quality of education at our school.

Janice Kamenir-Reznik: I graduated Pali High in 1969. I was very surprised to learn of the recent conduct of the campus' so-called unification director. By excluding the Jewish students from fully participating in various aspects of programming within the ambit of the unification program he has bullied and intimidated jewish students, creating anxiety, hurt and disunity. Such a practice on the part of faculty should be unacceptable to the administration of the school. His unfortunate personal bias should clearly disqualify this person from holding the job he holds. It is truly shocking to think that this offensive behavior is taking place at Pali High. I join those who vociferously protest his continued employment at Pali in this position.

D. Approve Minutes

Kiumars Arzani made a motion to approve the minutes from Board Meeting on 12-12-23.

Kristina Irwin seconded the motion.

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

Roll Call

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

II. Organizational Reports

A. Student Report

Shira Berukhim:

-Valentines Day: Wednesday Feb 14: Gram selling will start soon, Teddy bear walk, post it board, senior dating same

-Holocaust Remembrance Day zoom with Holocaust survivor, Morris Engelson, on Jan 30 during lunch (location tbd) - most likely in mercer

-Palipalooza: February 29; auditions Jan 29-31 at lunch; sign ups open now

-Gracias Señor Senior Fundraiser; Jan 29-Feb 10; all grades can participate

-Freshman class bake sale this Friday January 26; first class of 2028 fundraiser

-New club informational meetings are happening this Wednesday, January 23 in F104 at lunch; Applications to become a Pali club are due January 31 by the end of nutrition in F104; Our service club day will be February 7 and our interest club day will be February 8!

B.

Parent Report

Melissa Schilling, Kristina Irwin:

- Parents concerned about academic performance in the area of math, which I believe we will hear about later this evening.

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

David Pickard IV, Tyler Farrell, Maggie Nance:

- Grade appeal process is not communicated well to faculty. There does not seem to be a screening process before a meeting is scheduled. There needs to be some oversight into whether a grade appeal is valid and worth discussing. At the very least, we need to be sent the list of definitions, i.e. incompetence, bad faith etc. when the grade appeal is scheduled.

- Faculty is concerned with gaps in the administration team and what is the timeline to address this.

- Concern about the rigor of Pali's online program.

F. Human Resources Director (HR) Report

Martha Monahan: Report stands as submitted.

G. Director of Operations Report

Report stands as submitted.

H. Admin. Safety and Security Team

Brooke King: We have an item on the agenda this evening and will report out then.

I. Director of Development Report

Report stands as submitted.

J. Chief Business Officer (CBO) Report

Juan Pablo Herrera: Report stands as submitted.

- The governor released information for the state budget for 24-25 fiscal year. The COLA proposal is estimated at 0.76%.

- LAO issued a report that there was a deficit in CA, but the governor reported 38 billion dollar deficit, which is more favorable.

- The development committee has set a \$400,000 fundraising target and we are at \$242,000.
- We did get a large donation to support the choir program for their trip to New York, NY.

K. Executive Director/Principal (EDP) Report

Dr. Pam Magee: Report stands as submitted.

- I do want to draw attention to the Ethnic Studies curriculum update. There is a team of teachers, administrators, and professionals that are developing this curriculum for our school.
- Pali does not have a DEI program.

III. Academic Excellence

A. Academic Department Mid-Term Presentation

Dr. Chris Lee, Monica Iannessa, Larry Weiner, and Randy Tenansnow presented the Academic Department Mid-Term Presentation, which can be found in the board materials.

B. College Center Presentation

Karen Ellis presented the PCHS School Profile and College Center Data, which can be found in the board materials.

IV. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Tyler Farrell: Nothing to report at this time.

B. Budget & Finance Committee Update

Sara Margiotta:

- Committee reviewed the 2024/2025 Budget Calendar and is recommending it to the BOT for approval.
- We discussed transportation and requested that this be put out for RFP.
- Committee reviewed and approved the Virtual Curriculum contract with APEX noting that the additional \$4500 for the current school year can be covered by the Credit Recovery grant as it was originally unbudgeted.

C. Election Committee Update

David Pickard IV: The first Election Committee meeting will be on Tuesday, January 30, 2024 at 3:00 p.m. in F106.

D. Charter Committee Update

Sara Margiotta: Has not met yet because renewal is not until 2025.

V. Board Committees (Board Members Only)

A. Board Members Only- Committee Updates

Audit Committee - Has not met yet, we were given a 2 month extension.

Grade Appeal Committee - There were more grade appeal in the Fall semester of 2023 than previous years.

Risk Management - We are going to meet by the end of January. A schedule will be sent out.

Survey Committee - We will meet by the end of January.

VI. School Emergency Operations Plan

A. School Emergency Operations Plan

Brooke King presented the School Emergency Operations Plan, which can be found in the board materials.

Maggie Nance made a motion to approve the PCHS School Emergency Operations Plan for 2024.

David Pickard IV seconded the motion.

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

Roll Call

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

VII. PCHS Cafeteria Menu

A. Update on the Implementing a Meatless Monday

Juan Pablo Herrera: Meal distribution is relatively flat on Mondays. We still distribute meat at the windows, but for the most part it is well received and doing well! Next month they will have a test kitchen come and try new meatless options.

VIII. Finance

A. 2023-24 Budget vs Actuals

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

B. 2024-25 Budget Development Calendar

Juan Pablo Herrera presented the 2024-2025 Budget Development Calendar, which can be found in the board materials.

Sara Margiotta made a motion to approve the 2024-25 Budget Development Calendar.

Kiumars Arzani seconded the motion.

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

Roll Call

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

C. 2024-25 Transportation Update

Juan Pablo Herrera presented the 2024-2025 Transportation Update, which can be found in the board materials.

D. Virtual Curriculum Contract

Juan Pablo Herrera presented the Virtual Curriculum Contract, which can be found in the board materials.

Kiumars Arzani made a motion to approve the APEX license for 2023-24 and 2024-25.

Melissa Schilling seconded the motion.

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

Roll Call

Sara Margiotta	Aye
Melissa Schilling	Aye
David Pickard IV	Aye
Kiumars Arzani	Aye
Rustin Kharrazi	Absent

Roll Call

Saken Sherkhonov Absent
Tyler Farrell Aye
Maggie Nance Aye
Robert Rene Absent
Andrew Paris Abstain
Kristina Irwin Aye
Karen Ellis Aye

IX. Consent Agenda: Finance Items

A. School Organized Conferences/Trips

David Pickard IV made a motion to approve the consent agenda items including: March 7 - March 10 | Anaheim, CA - DECA Conference | Supervising Teacher: Mr. Kolavo & April 24 - April 26 | Austin, TX - College Board Preparate Conference | Attendees: Ms. Cervantes, Ms. Ramzi, Ms. A. Pereyra, Ms. L. Pereyra, Mr. Buckman, Ms. Saxon, Ms. Martinez.

Karen Ellis seconded the motion.

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

Roll Call

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

X. PCHS Self-Initiated Conference and Professional Development Requests

A. Self-Initiated Conference and Professional Development Requests

Melissa Schilling made a motion to approve the PCHS Self-Initiated Conference and Professional Development Request, specifically February 6-February 10 | Kansas City, MO: Association of Writers and Writing Programs Annual Conference | Attendee: Karen Perkins.

Kristina Irwin seconded the motion.

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

Roll Call

David Pickard IV Abstain

Roll Call

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

XI. New Business / Announcements

A. Announcements / New Business

The date of next board meeting is Tuesday, February 27, 2024 @ 5:00 p.m. in Gilbert Hall.

B. Announce items for closed session, if any.

XII. Closed Session

A. Conference with Legal Counsel - Anticipated Litigation

Entered closed session at 7:46 p.m.

B. Employee complaint/Assignment/Discipline/Dismissal/Release

C. Potential Litigation

XIII. Open Session

A. Return to Open Session

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

The Board of Trustees is requesting Dr. Magee to re-evaluate the Justice League programming to ensure it is inclusive to any group who wants to actively participate.

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:49 PM.

Respectfully Submitted,
David Pickard IV

Documents used during the meeting

- Human Resources Board Report 01_23_2024.pdf
- Operations Board Report 01_23_2024 .pdf
- CBO Board Report 01_23_2024.pdf
- EDP Board Report 01_23_2024.pdf
- AA_PCHS School Profile 2023-2024.pdf
- College Center Data.pdf
- 2024 Board College Center Data.pdf
- 2023 AP Subject Totals.pdf
- PCHS SEOP 2024.pdf
- 2023-24 First Interim & Actuals as of 12_31_2023.pdf
- 2024-25 Budget Development Calendar - 1-22-24.pdf
- PCHS School Bus Program Communication for 2024-25 - SAMPLE-DRAFT.pdf
- PCHS School Bus Program Calendar - 2024-25 school year_REVISED.pdf
- PCHS Virtual Curriculum - APEX Proposal & other quotes - REVISED.pdf
- School Trip and Conference Requests.pdf
- PD-Conferene Request-Perkins.pdf

Coversheet

Human Resources Director (HR) Report

Section: V. Organizational Reports
Item: F. Human Resources Director (HR) Report
Purpose: Vote
Submitted by:
Related Material: HR Board Report 02_20_2024.pdf
Resolution re Nonreelection of Probationary Employees 23-24 .pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Human Resources Report Board of Trustees Meeting February 20, 2024

Employment Incentive for Moderate/Severe Special Education Teacher

To attract and retain a high quality educator for our students with special needs, PCHS administration recommends approval of a signing/retention incentive for a new employee holding an Education Specialist Instruction: Extensive Support Needs (ESN) or equivalent credential. The \$15,000 stipend would be distributed through the first three years of successful employment.

Human Resources Activity

New Hires

Plalyn Hill
Kimberly Armarz

Physical Education Teacher
Math Para-Educator

Resignations, Releases & Leaves

#21979

Instructional Assistant-Special Education

Closed Session

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

Release of Probationary Employees

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

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

RESOLUTION NO. ___ 2023-2024

**RESOLUTION TO NON-REELECT AND RELEASE FROM
EMPLOYMENT CERTIFICATED PROBATIONARY EMPLOYEES**

WHEREAS, pursuant to Education Code Section 44929.21(b), the Board is required to notify probationary employees on or before March 15 of the employee's second complete consecutive school year of employment of its decision to not reelect the employee for the next succeeding school year; and

WHEREAS, the following employees have been employed by this District in positions requiring certification qualifications, and are in their first or second year of probationary service:

Employee Number

1. 71392
2. 110691
3. 51522

WHEREAS, the performance of each of the above-named employees during his/her probationary period has not been sufficient to warrant the continuation of his/her probationary status or sufficient to warrant the granting of tenure; and

WHEREAS, it is the Board's intent to not reelect the above-named employees for the subsequent school year, 2024-2025, pursuant to Education Code Section 44929.21(b);

WHEREAS, the decision to non-reelect the above-named employees has been made on an individualized basis.

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. That the Board has determined that it is necessary at this time to give notice to above-named employees that *he/she/they* will not be reelected for the subsequent school year for the reasons set forth above; and
2. That the CEO/Principal or designee, is directed to issue to the above-named employees the notice described in Section 44929.21(b) prior to March 15, 2019, informing above-named employees that *he/she/they* will not be reemployed for the 2024-2025 school year; and

3. That the CEO/Principal or designee is authorized to take such further and additional actions as are necessary and appropriate to accomplish the purposes of this Resolution.

The foregoing Resolution was adopted by the Board of Trustees of the Palisades Charter High School on the 20th day of February, 2024, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President, Board of Trustees of the
Palisades Charter High School

I, _____, Clerk of the Board of Trustees of the Palisades Charter High School, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its regular meeting held on February 8, 2022.

Clerk, Board of Trustees of the
Palisades Charter High School

AGENDA ITEM AND REPORTING OUT STATEMENT

CLOSED SESSION AGENDA ITEM:

Public Employee Discipline/Dismissal/Release

REPORTING OUT STATEMENT (PROBATIONARY TEACHER NONREELECTION):

In closed session, the Board took action to issue notices of non-reelection to probationary certificated employee(s), identified by Employee #s 71392, 110691, 51522, pursuant to Education Code Section 44929.21(b), effective at the end of the 2023-2024 school year, and directed the Exective Director/Principal or designee to send out appropriate legal notices.

Coversheet

Director of Operations Report

Section: V. Organizational Reports
Item: G. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 02_20_2024.pdf



Board of Trustees Meeting - Operations Report February 20, 2023

Information Technology:

- Provided setups for 22 scheduled student & faculty events and closed 311 tickets
- Repaired 37 Student Devices
- Retooled student service counter to improve reporting and efficiency for Tech Office visits
- Supported faculty, staff, students and parents during an extremely successful quick pivot to remote learning during a recent and severe winter storm
- Setup pilot attendance check-in for VA students to allow for improved student accountability

Permits & Setups:

- Permit Revenue for January 2024 is: \$39,892.87
 - \$30,798.50 from Facility Rentals
 - \$500.00 from Facility Parking Rental
 - \$394.37 from One-Time Rentals
 - \$8,200.00 from Banner Rentals
- Banner demand continues to be strong
- Permits– Steady use into the Spring Season. Winter and Spring sports simultaneously in season. Must adjust permits to account for their need of facilities in order to practice or to host playoff games. This will affect revenue until winter sports wrap
- Baseball field – CLOSED for Annual Reseeding/Renovations –due to open for Permitting 1/29
 - **Permit revenue dip will correct itself moving forward
- Filming for Dec – Still Photo Commercial (Daydreamer Inc., Dec 9)
- Potential Filming for Jan. –Still Photo Commercial (Jan 25th), Dick’s Sporting Goods Still Photo (Jan 27th OR 28th)
- Current Hollywood Climate –Inquiries slowly on the uptick...with the holidays wrapping it will be sporadic but expecting a big influx
- Potential Filming for Feb/March. – Small Baseball Doc (Feb 21st), Music Video (Feb 25th)
- Booked Filming for March. –Daily Drill Still Photo (Mar 6th)
- Current Hollywood Climate –Back to School ads are on the horizon, expecting inquiries as we get them annually

MGAC/Pool:

- Preventative maintenance underway. Reviewing small pool plaster quotes, as will be necessary soon per current conditions
- HVAC system overhaul required and being addressed
- PCHS Coaches ARC First Aid/CPR/AED Certification/Recertifications completed for 23-24
- PE classes in session

Safety & Security:

- Next Safety Drill 2/21 – EARTHQUAKE and EVACUATION - Check Schoology Safety Course for resources
- Fence and secure entry project scope proposal submitted by LAUSD architects-under review for approval for design phase
- Training updates identified, including Narcan administration
- Incident report system upgrades in process

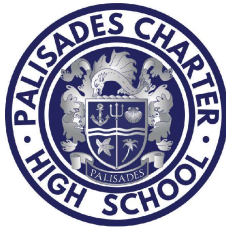
Transportation/Buses:

- All Transportation Programs (Regular Bus, Late Bus, Comp Bus, SPED, Public) operating as needed
- All (200) Student Parking Permits have been sold and distributed
- TAP Cards being given out upon request

Coversheet

Chief Business Officer (CBO) Report

Section: V. Organizational Reports
Item: J. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Board Report 02_20_2024.pdf
Credit Card Expenditures - Nov2023-Dec2023-Jan2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CBO Report
Board of Trustees Meeting
February 20, 2024

2023-2024 BUDGET UPDATE

- Per our recent First Interim Report, 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.
- We do not close the month of January until mid-February. As a result, the Budget vs Actuals update in the meeting materials is the same report as last month (through December 31, 2023).
- As of December 31, 2023, PCHS has received 47% of its projected revenue and incurred 43% of its budgeted expenditures.
 - Transportation expenditures are exceeding projections due to increased SpEd costs.
 - IMA and PD/Conference expenditures are still tracking below projections.

2023-2024 DEVELOPMENT UPDATE

- As of 12/31/2023, EdFund donations total \$242,552. As a reminder, during the First Interim, we reduced the fundraising target from \$450,000 to \$400,000.
 - YTD thru 12/31/2023: \$242,552
 - Unrestricted: 230,852
 - Restricted: \$11,700
- An additional \$74,000 restricted donation was received in November 2023 that is not reflected in the above numbers. However, that was a restricted gift for the choir program.
- The development committee met on 1/25 and has another scheduled meeting the week of 2/20.

2024-2025 BUDGET DEVELOPMENT PROCESS

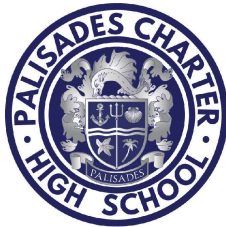
- We are accelerating our budget development timeline this year in hopes of having a draft budget by May 2024.
- CBO will distribute budget packets to department chairs and department administrators by Thursday 2/15.

EPA CLEAN SCHOOL BUS PROGRAM

- PCHS applied for the EPA Clean School Bus Program. This could provide new funds for a transportation provider to purchase electric school buses and assist with capital expenditures (infrastructure, charging, etc.)
- CBO will provide an update once the funding awards notifications are released.
- More info on the program is available [here](#).

COMPLIANCE

- **Audit:** The audit was submitted on Friday February 16, 2024. Our audit firm will present the audit report to the audit committee. It will also be reviewed at the Budget & Finance committee meeting. Next month, it will be on the agenda for a vote.
- **Actuarial Valuation:** The report can be found [here](#). It will also be presented to the Budget & Finance committee and Board next month. The Accumulated Postretirement Benefit Obligation increased by approximately 0.8% compared to the period ending June 30, 2022 (from \$16.8 Million to \$16.9 Million).



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

- **CSD Review:** As part of the CSD Fiscal Oversight review, PCHS submitted all requested financials on February 5th. The original due date was January 29th. The CSD team has requested additional samples and the CBO must provide all sample requests by February 20th. The CSD fiscal team will be on site to host a Segregation of Duties interview on March 14th.
- **Statement of Filing:** The CBO filed the Statement of Filing with the California Secretary of State. The current form on file expired on 2/16/24. It listed Dr. Magee (Executive Director), Juan Pablo Herrera (CFO), David Pickard (Board Secretary) and Sara Margiotta (Board Chair).
- **Risk Management:** Executive Director, CBO and Director of Human Resources are working on compiling revised policies and procedures. As policies are revised, we will share them with members of the Risk Management committee for review. Once ready, they will be presented at future board meetings. Doing so establishes best practices across PCHS.

REQUEST FOR PROPOSALS (RFP)

- On Monday February 12, PCHS published 3 RFPs
 - Transportation services
 - Janitorial services
 - Security services
- The RFPs will be reviewed at the February 12th Budget & Finance committee meeting. Minor grammatical corrections were made. The Board will vote on RFP winning bids at the April 2024 Board meeting.
- All 3 RFPs can be found on the PCHS website [here](#).

RETIREMENT PLAN REVIEW

- Although not an official RFP, our insurance broker (AJ Gallagher) is helping us review our current retirement plan (SchoolsFirst).
- Gallagher Fiduciary Advisors will review the current retirement plan and present us with more robust retirement solutions for our employees. We believe this will be a cost savings for our employees and will add value.
- No personal information (social security information, addresses, etc.) will be shared, only high-level plan/asset information. More information to come.

LOOKING AHEAD

- Continuing monitoring enrollment/attendance trends (enrollment of 2,979 as of 01/22/24)
- Feb 16th: Independent Audit Report Due
- Feb 16th: 2022-23 Actuarial Report
- Feb 20th: CSD financial samples due
- Feb 26nd: Second Interim Financial report due
- Feb 26th-Mar 9th: Janitorial Services RFP – potential bidder site visits
- Mar 4th-11th: Security Service RFP – potential bidder site visits
- Mar 14th: CSD Fiscal team visit
- Mar 15th: Transportation RFP due
- April 2nd: Janitorial & Security RFPs due
- May 6th: 2024-25 Draft budget & 2023-24 Estimated Actuals
- June 2024: LCAP and Budget Adoption

	STATEMENT BALANCE (01/25/24)	CURRENT BALANCE (2/9/24)
JP HERRERA CARD	\$21,253.02	\$2,680.32
P MAGEE CARD	\$8,228.39	\$1,678.05
TOTAL	\$ 29,481.41	\$ 4,358.37

JP HERRERA

Statement Balance: \$21,253.02
Billing Cycle Close Date: 01/25/2024

Current Balance: \$2,680.32

P MAGEE

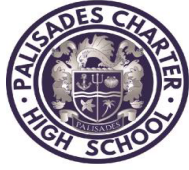
Statement Balance: \$8,228.39
Billing Cycle Close Date: 01/25/2024

Current Balance: \$1,678.05

Coversheet

Executive Director/Principal (EDP) Report

Section: V. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Borad Report 02_20_2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Executive Director/Principal Report Board of Trustees Meeting February 20, 2024

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

Schoolwide goals addressed in this month's report: [Academic Achievement](#), [Communication](#), [Diversity](#), [Student Socioemotional Well-being](#), and [Health](#)

Palisades Charter High School is constantly engaged in analysis and reflection to guide continuous improvement and increase student achievement. In support of this objective, PCHS is preparing for multiple compliance and self-review visits during March:

- March 13 - LAUSD Charter School Division Oversight Visit
- March 15 - Special Education Leadership Fellowship (SELF) Visit
- March 17-20 - Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) Visit

LAUSD Charter School Division (CSD) Oversight Visit

- **Thursday, March 7, 2024** - Virtual meeting for Every Student Succeeds Act (ESSA) Grid Review
- **Wednesday, March 13, 2024** - In-person campus visit with a Fiscal Separation of Duties Review and Special Education Review
 - **Opening Meeting:** Discussion of guiding and special education questions. Board members (as long as the number of members present does not reach quorum) are welcome to participate in this meeting, as well as the other activities of the visit.
 - **Classroom Observations:** School administrators accompany the CSD Team members on the classroom observations. During the opening meeting the CSD team will determine the classrooms to observe. Classroom observations will ideally include a variety of grade levels and content areas.
 - **Special Education Review:** The CSD Team member conducting this review will meet with the Executive Director and SPED Director to engage in a discussion about the school's systems and procedures for ensuring compliance with special education requirements, including a review of the school's current Welligent reports for services and IEP meeting timelines.
 - **Document Review/Clarifying Questions:** The CSD Team will review the school's documents in Dropbox folders in addition to the ESSA Grid review of any staff member/vendor/volunteer added, or with updated information, after the initial (tri-annual) submission of the ESSA Grid along with all accompanying/supporting documentation. CSD may also engage the school leader(s) with clarifying questions regarding the document review during this time.

- **Visit Debrief:** At the end of the visit day, the CSD Team will meet with the school's leadership team to debrief the activities of the day, including the results of the document and website reviews, and identify follow-up action items, as applicable.

Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) Visit Sunday, March 17- Wednesday, March 20

PCHS will host the visiting WASC Team for a three-day observation visit. The purpose of the visit is to validate the school's self-study report and provide constructive feedback for the school's action plan.

ACS WASC accreditation is a process schools use to monitor student learning and set school improvement goals. ACS WASC accreditation is an ongoing cycle of quality. Schools assess their program and the impact on student learning with respect to the ACS WASC criteria and other accreditation factors.

Every six years, * accredited schools conduct a self-study and host a self-study visit. The self-study process culminates in the refinement of a schoolwide action plan. Throughout the accreditation cycle, schools are expected to address the schoolwide action plan and demonstrate evidence of acceptable student achievement and school improvement. Appropriate reports and reviews throughout the six-year cycle of accreditation support this process.

<https://www.acswasc.org/acs-wasc-school-process-overview/>

ACS WASC report and action plan highlights include:

- School Community
- Academic Support
- Growth Areas
- Reflection questions

Special thanks to Monica Iannessa and Tyler Farrell, primary writers and visit coordinators as well as the Academic Achievement Team, Department Chairs, Instructional Coaches, Coordinators, Long Term Strategic Planning meeting participants, and all PCHS community members who provided input for the self-study.

Special Education Leadership Fellowship (SELF) Visit Friday, March 15

The purpose of the Special Education Leadership Fellowship (SELF) visit is to support Special Education Leaders through workshops, trainings, national school visits, partnerships with other Special Education Leaders in the field, and individual supports for Special Education Leaders in their current environment. This visit is designed to help develop a Special Education vision that aligns PCHS mission, visions, and demographics.

The visit will include the following:

1. 20-30-minute meet and greet with Leadership Team
2. Classroom Visits
 - Inclusion classrooms
 - RSP- Study Seminar Classes
 - SDP classes
 - Moderate Severe classes
3. Meeting with Special Education Teachers and Leadership

The SELF Group will provide feedback and recommendations to help improve program and services in alignment with the PCHS school vision.

Student Programs Update

The Campus Unification Program, the umbrella program for Justice League and Link Crew among other activities, has ended. Following an assessment of current school needs, PCHS is developing a vision and plan to guide Pali's ongoing commitment to fostering and sustaining a positive campus environment where hate is not tolerated, and all are treated with dignity and respect. The action plan incorporates feedback from individual listening meetings scheduled this month with each of the student groups that comprise Justice League (Asian Student Union, Black Student Union, Human Rights Watch, Jewish Student Coalition, Latinx Student Union, Queer Student Union, and Transgender Awareness) in addition to student organizations including Associated Student Body (ASB) and Ambassadors. There will also be opportunities for the school community to participate. The PCHS Equity Task Force will review input and the proposed action plan for equity. Link Crew, an integral campus introduction program for incoming students as well as the many upperclassmen who serve as Link Crew leaders, will continue under the guidance of a PCHS administrator and staff member.

Ethnic Studies Course Development Update

California legislation requires all students to complete a course in Ethnic Studies starting with the graduating class of 2029-2030; schools must begin offering the course in 2025-2026. Assembly Bill 101 requires curriculum that more closely reflects the history, culture, and struggles of California's diverse population. The legislation focuses on four ethnic and racial groups who have traditionally been underrepresented in educational materials: Blacks, Latinx, Native Americans, and Asian Americans. The revised state model curriculum also includes units on Sikh, Jewish, Arab and Armenian Americans. PCHS has formed an Ethnic Studies Team that is reviewing the state model curriculum and visiting school districts with strong Ethnic Studies programs to determine the best model for PCHS students. A goal of the team is to pilot select ethnic studies units in the coming school year. The Ethnic Studies Team will provide a report following school/district visits in March 2024.

Coversheet

Academic Accountability Committee Update

Section: VI. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Update
Purpose: FYI
Submitted by:
Related Material: AAC Board Report 02_20_2024 .pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Academic Accountability Report Board of Trustees Meeting February 20, 2024

January 25, 2024 Meeting Recap

The AA Committee began its cycle of department and program presentations with Career Technical Education (CTE). Meeting minutes and copies of the presentations can be found on the AAC's page on PCHS website.

After discussions about the 2024-25 School Year Calendar, the AA Committee recommends the PCHS Board of Trustees **APPROVE** the calendar proposed by UTLA at the February meeting since many families are delaying creating vacation plans until the calendar is solidified.

The Advanced Placement and Dual Enrollment programs will be presenting at the next meeting.

Next Meeting: February 29, 2024

Coversheet

Budget & Finance Committee Update

Section: VI. Board Committees (Stakeholder Board Level Committees)
Item: B. Budget & Finance Committee Update
Purpose: FYI
Submitted by:
Related Material: Budget Com Meeting Minutes 02_12_2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

REGULAR MEETING MINUTES- BUDGET/FINANCE COMMITTEE
MONDAY, FEBRUARY 12, 2024
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 at 3:44 pm. In attendance: R Rodman, S Margiotta, S Sherkhanov, J Lande. Non-Voting members: P Magee and JP Herrera. Guest: M Monahan.
- B. Public Comments – No public comments were made.
- C. January 22, 2024 minutes were reviewed. S Margiotta made a motion to approve the meeting minutes with minor corrections. R Rodman seconded the motion. The motion passed unanimously with no abstention

II. REPORTS (5 minutes each):

- A. Executive Director - P Magee reported that they had just finished the WASC report with good recommendations moving forward. She thanked M lanessa and T Ferrel for all of their hard work. Looking ahead March 13/14, 2024 is Charter Oversight, March 15, 2024 is a SELP review for Special Ed and Mrch 18-20, 2024 is WASC.
- B. CBO Report- JP Herrera reviewed report and it stands as submitted. He did note that the Administrative Transportation Committee reviewed and agreed to submit a grant to the EPA for \$300K per bus grant to convert gas vehicles to electric with the help of a vendor. The vendor could then use the grant monies to purchase electric vehicles.
- C. Fundraising & Development – JP Herrera repoted that the Administrative Development Committee is meeting on March 15, 2024. He also noted that J Roepel can get kids logged onto computers for the Phone-a-Thon and is suggesting the computer lab as a location for this event.
- D. ASB Treasurer Report – J Lande reported that ASB is on track with their budget. They have just started to sell Grad Night tickets and have sold 110 of the 200 available. Swag sales have also been very successful and they have been promoting the to Seniors and at Senior events.
- E. Booster Club - R Rodman reported that Boosters met last week and gave out their biggest monthly allocation during this current school year. They have also met their \$250K goal.
- F. Credit Card Purchases- JP Herrera reviewed the cc purchases and they stand as submitted.

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

- A. 2023-24 Budget vs Actuals Update - JP Herrera reviewed and they stand as submitted.



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

- B. 2024-25 RFP Updates -JP Herrera reviewed 2024/2025 RFPs updates and RFPs for Janitorial, Security and Transportation Services and report stands as submitted.
- C. 2024-25 Food Service Management Company Contract Extension was reviewed by JP Herrera and it stands as submitted. This will be brought back to April 2024 B&F Committee meeting as the contract cost increase is based upon the March CPI.
- D. Policies & Procedures Update was tabled until the March 2024 B&F Committee meeting. The first one being updated is permit use.
- E. Special Education Teacher Mod/Severe New-Hire Incentive was reviewed and discussed by M Monahan and it stands as submitted. She highlighted the challenges of finding a new hire for this position. R Rodman made a motion to approve a signing retention bonus in the amount of \$15,000 evenly spread out over 3 years. S Margiotta seconded the motion. Motion passed unanimously with no abstentions.

V. OTHER:

Date of Next Regular Meeting: March 11, 2024.

Meeting was adjourned at 4:36 pm.

Coversheet

Election Committee Update

Section: VI. Board Committees (Stakeholder Board Level Committees)
Item: C. Election Committee Update
Purpose: FYI
Submitted by:
Related Material: Election Committee Special Meeting Minutes 02_13_2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

SPECIAL MEETING MINUTES - ELECTION COMMITTEE
TUESDAY, FEBRUARY 13, 2024
3:00 PM, F106

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 – D Pickard called the meeting to order at 3:06 pm

In attendance: S Margiotta, S Klima, S Berukhim, K Irwin and D. Pickard. Please see original sign in log for list of guests.

B. Public Comments – No public comments made.

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

A. D Pickard self-nominated as Committee Chair and accepted nomination.

S Margiotta self-nominated as Committee Recording Secretary and accepted nomination.

S Berukhim self-nominated at Committee Vice Chair and accepted nomination.

Positions will be voted on at the next Election Committee meeting as agendized.

B. Open Trustee seats were reviewed. There are 2 faculty seats open. 1 2-year position and 1 1-year student appointed position. 1 Administrative position, 2 parent and 1 community. A timeline was reviewed. However, the suggested timing does not align with ASB elections which needs to occur. A revised timeline was discussed and will be reviewed/approved at the next Election Committee meeting.

C. Community outreach opportunities were discussed. ASB agreed to make posters/flyers and will staff a table at Feb. 29, 2024 PaliPalooza as well as the upcoming VAPA performance. S Margiotta agreed to reach out to the Palisades Post and Circling the News. K Irwin agreed to follow-up with Revere to see if something can be posted in their newsletter to attract community or incoming PCHS parents. R Kharrazi will also bring the upcoming election up at the Booster meeting.

V. OTHER:

Date of Next Regular Meeting: February 20, 2024 at 4 pm.

Meeting was adjourned at 3:30 pm.

Coversheet

Math Achievement: Comparison Presentation

Section: VIII. Academic Excellence
Item: B. Math Achievement: Comparison Presentation
Purpose: FYI
Submitted by:
Related Material: Board Presentation Part II 02_20_2024.pdf

Math Achievement

A COMPARISON
2022-2023

Tuesday, February 20, 2024

Dr. Chris Lee

Monica Iannessa M.Ed

01

**MATH
ACHIEVEMENT**

11th grade overall
look at
CAASPP scores and
Grades

02

**SPED MATH
ACHIEVEMENT**

11th grade Sped
CAASPP scores and
Grades

03

ANALYSIS

Q and A

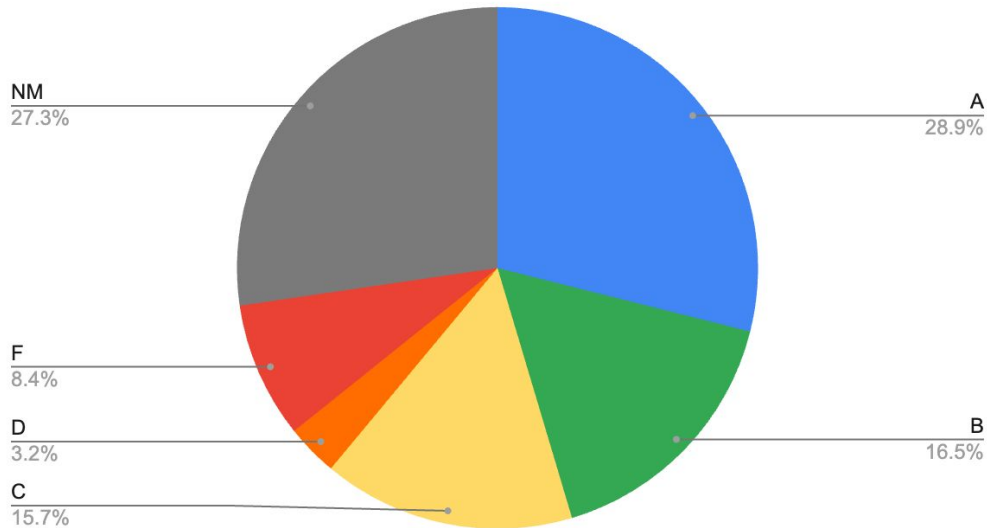
01

2022-2023

MATH ACHIEVEMENT

Student Math Achievement **Level 1** broken down by math grade earned

% Level 1 CAASPP DIVIDED BY SPRING MATH GRADE

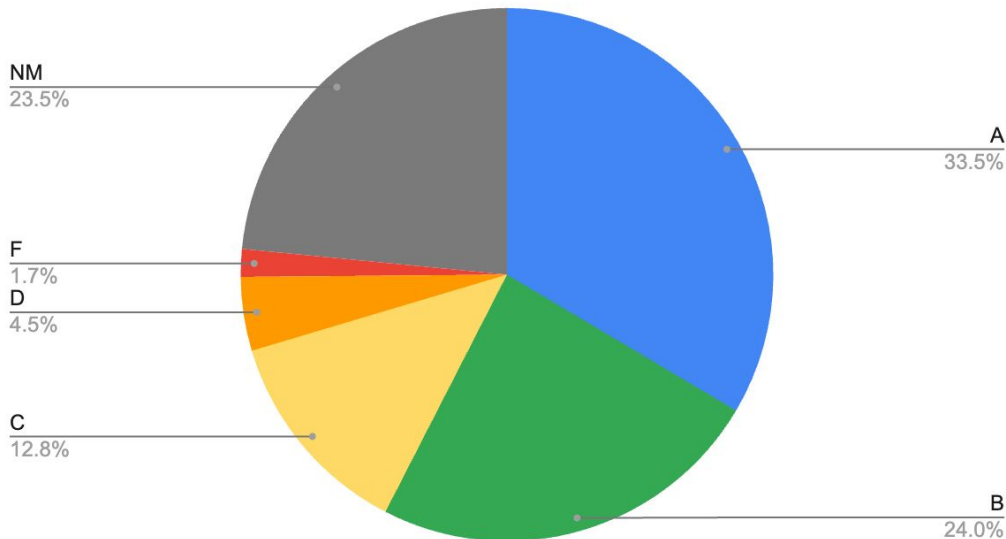


N= 711

- Grade A
- Grade B
- Grade C
- Grade D
- Grade E
- Grade F
- No Pali Math

Student Math Achievement **Level 2** broken down by math grade earned

% LEVEL 2 CAASPP DIVIDED BY GRADE

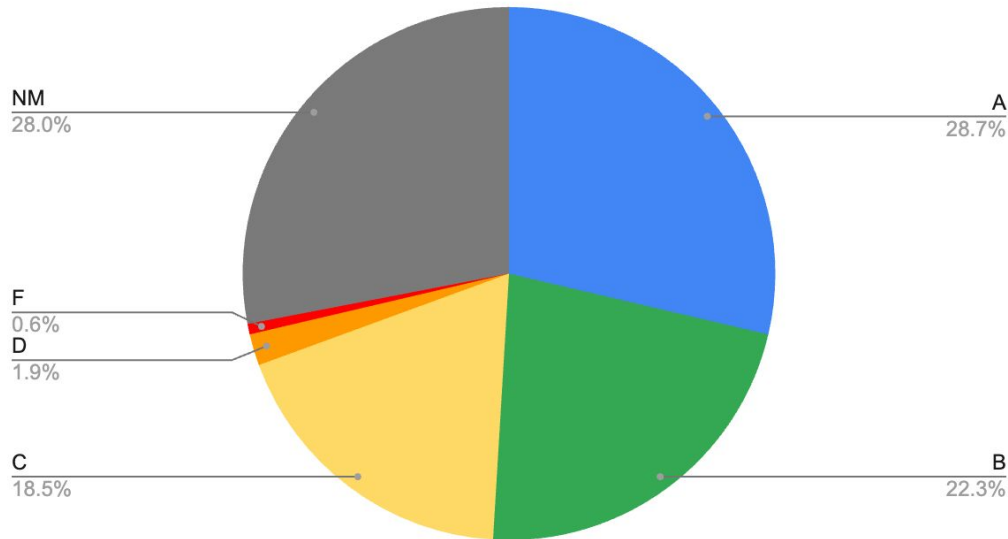


N = 711

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F
- No Pali Math

Student Math Achievement Level 3 broken down by math grade earned

% LEVEL 3 CAASPP DIVIDED BY GRADE

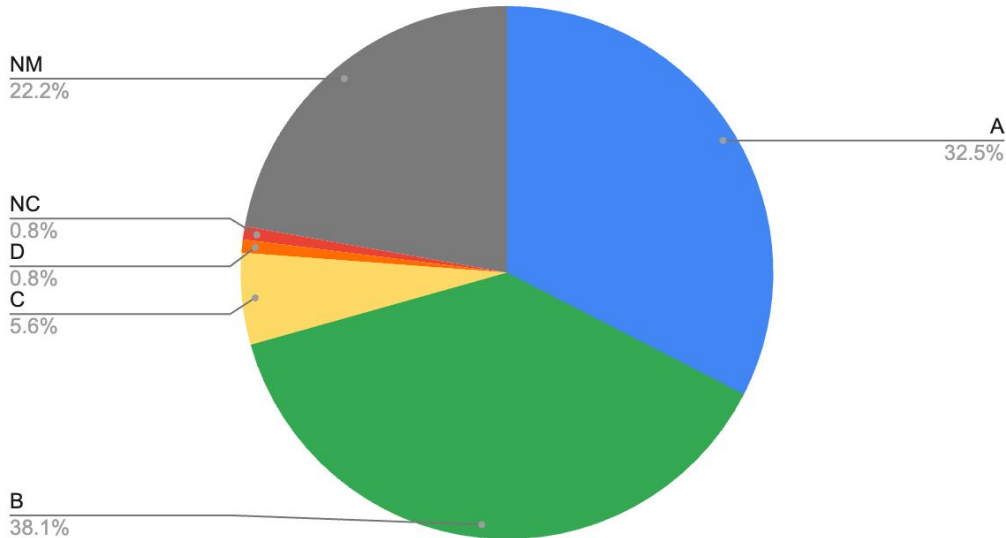


N= 711

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F
- No Pali Math

Student Math Achievement Level 4 broken down by math grade earned

% LEVEL 4 CAASPP BY MATH GRADE

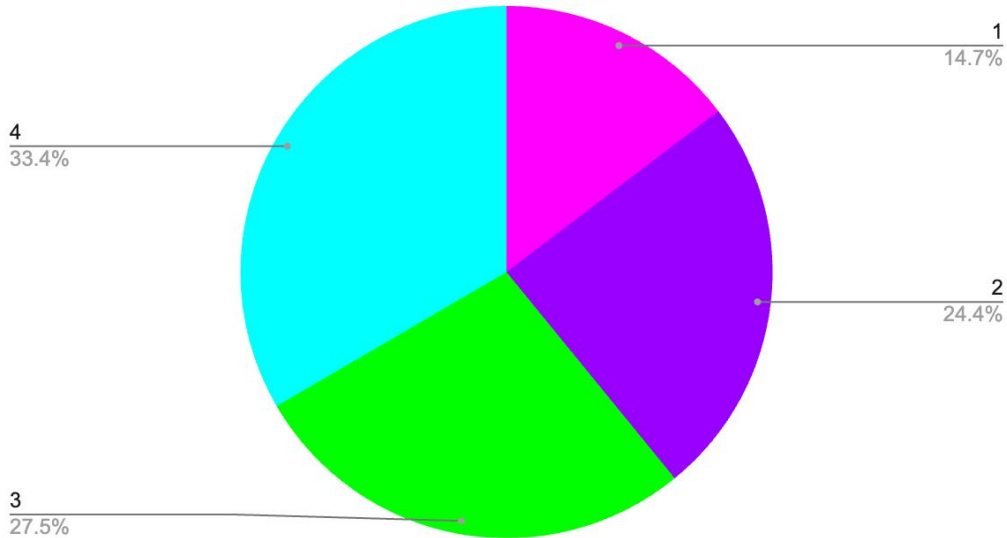


N= 711

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F
- No Pali Math

CAASPP Scores of Math A grade (60.9% 3 or 4)

CAASPP SCORE EARNED "A" SPRING MATH GRADE

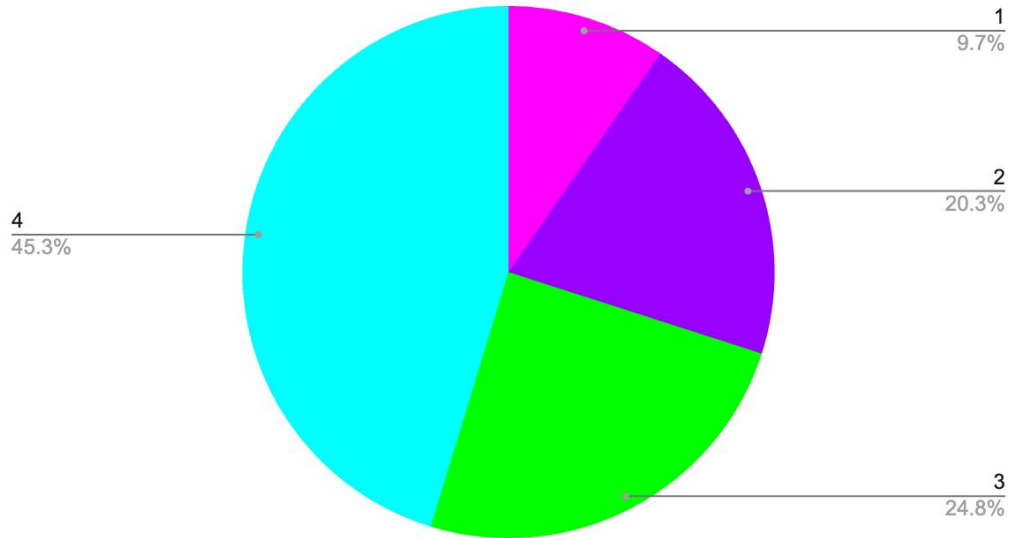


N= 219

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of Math B grade (70.1% 3 or 4)

CAASPP SCORE OF "B" SPRING MATH GRADE

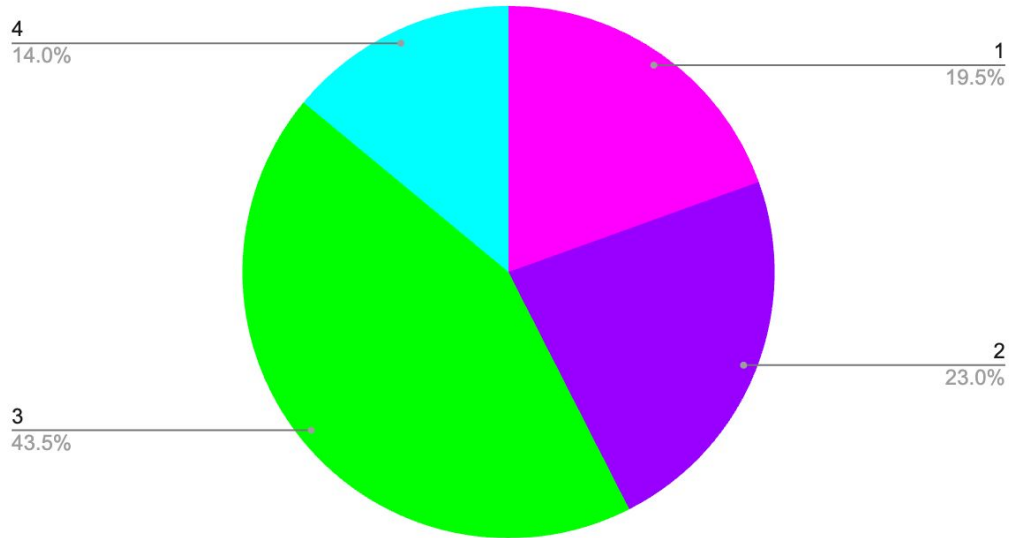


N= 167

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of Math C grade (57.5% 3 or 4)

CAASPP SCORE BY "C" SPRING MATH GRADE

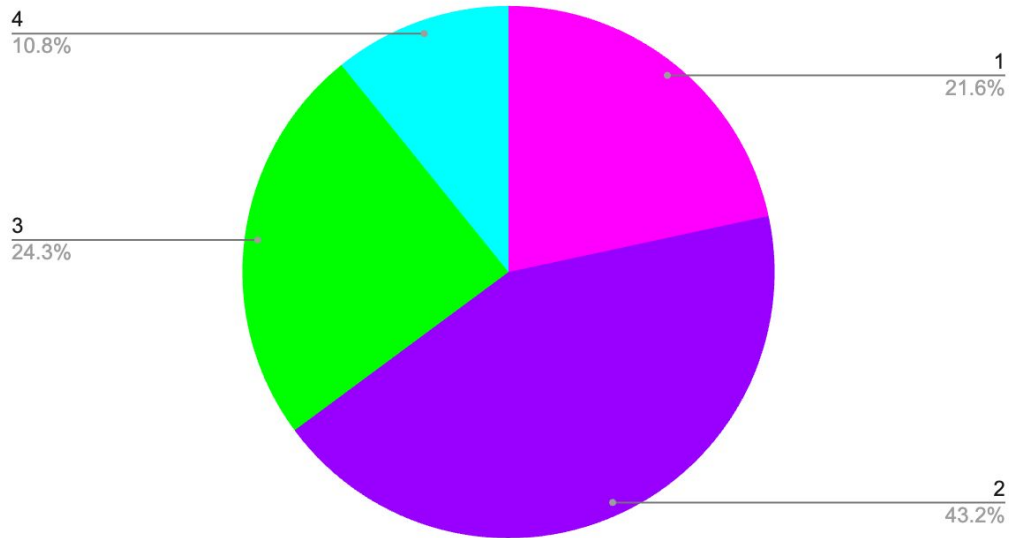


N= 98

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of Math D grade (35.1% 3 or 4)

CAASPP SCORE BY "D" SPRING MATH GRADE

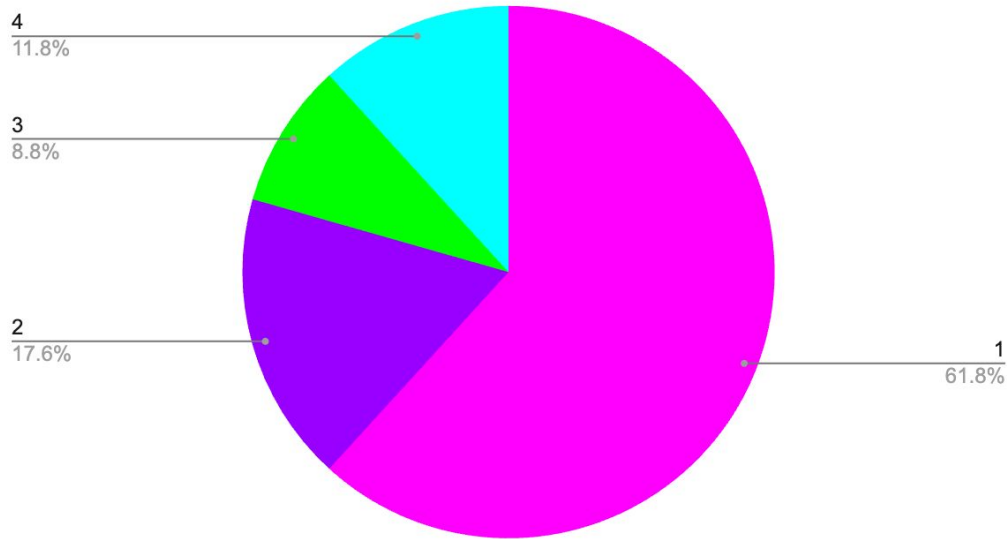


N= 20

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of Math F or NC grade (20.6% 3 or 4)

CAASPP SCORE OF "F/NC" SPRING 2023 MATH

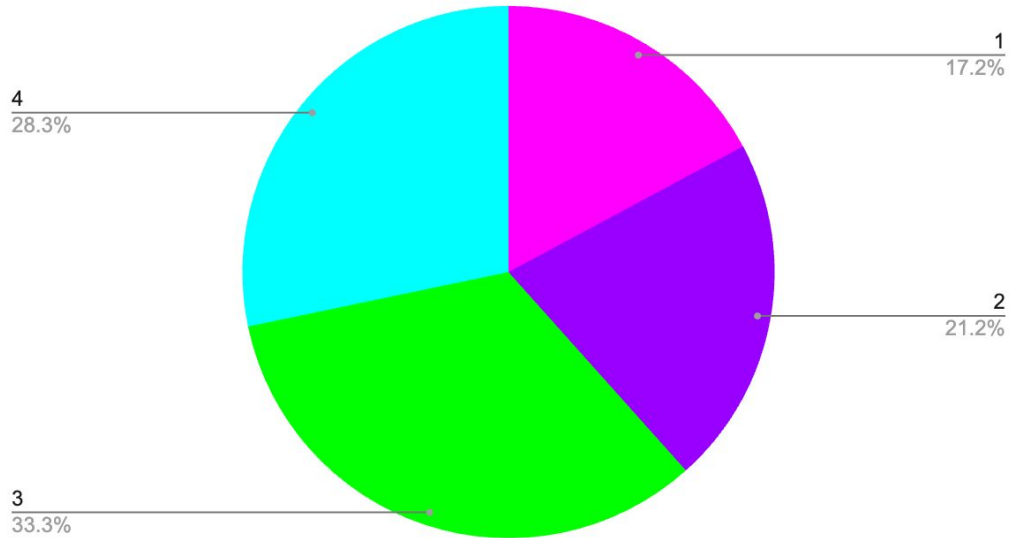


N= 26

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of No Pali Math (61.6% 3 or 4)

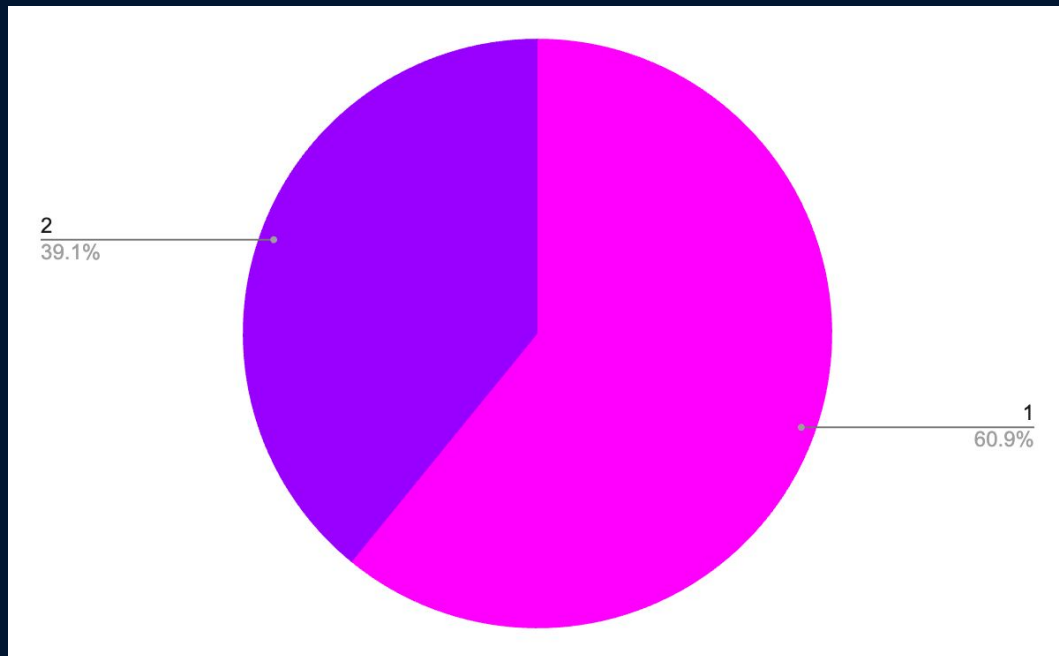
CAASPP SCORE EARNED BY NO MATH SPRING 2023



N= 181

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

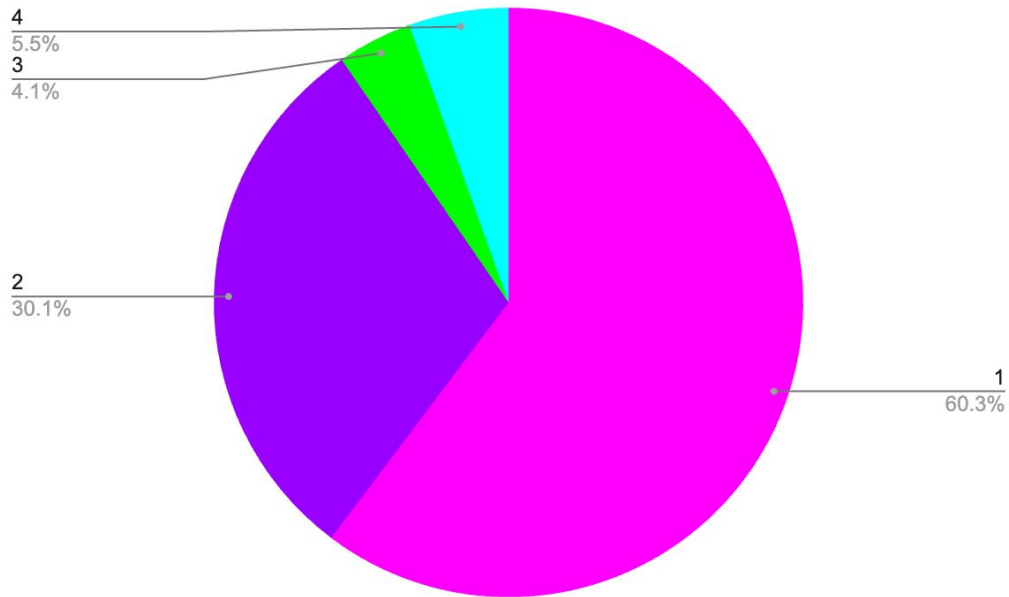
Geometry B



N= 37

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

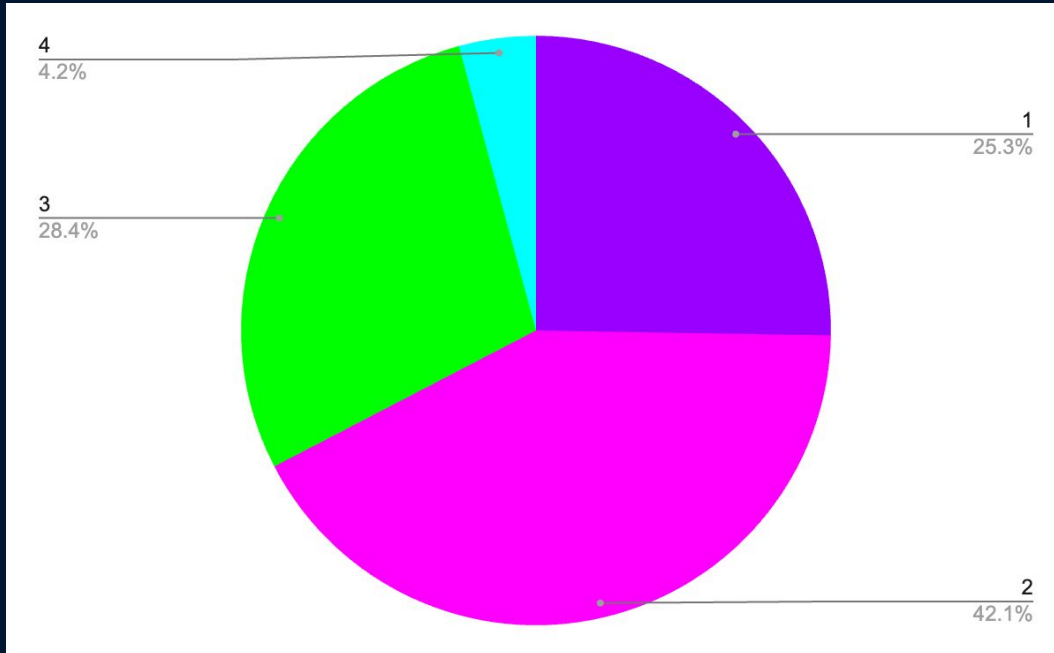
Algebra II A (Off track)



N= 57

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

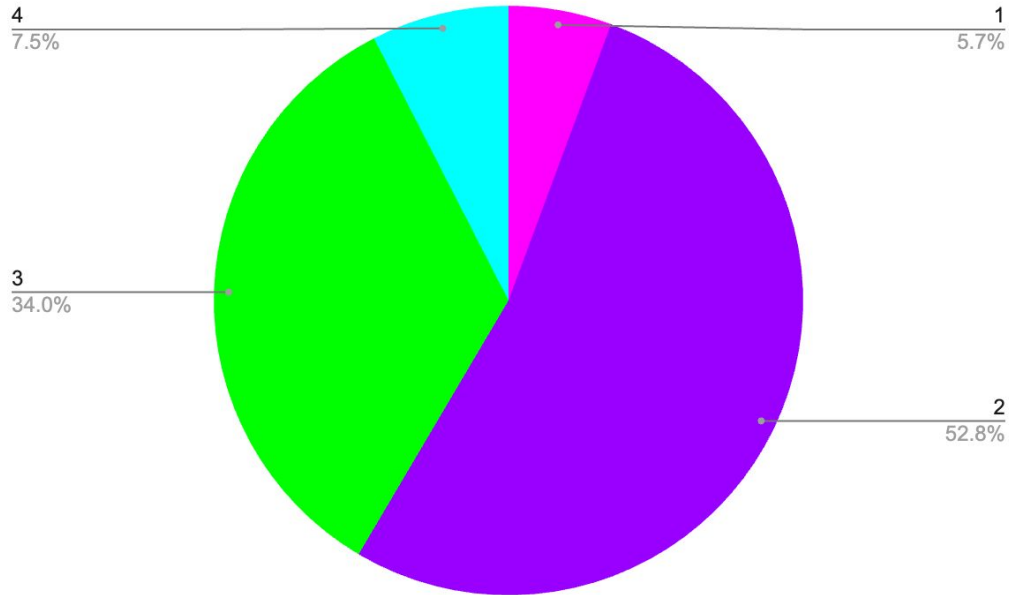
Algebra 2B (only 9 11th grade students in H. Algebra 2B- 3 earned 3 & 6 earned 2)



N= 162

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

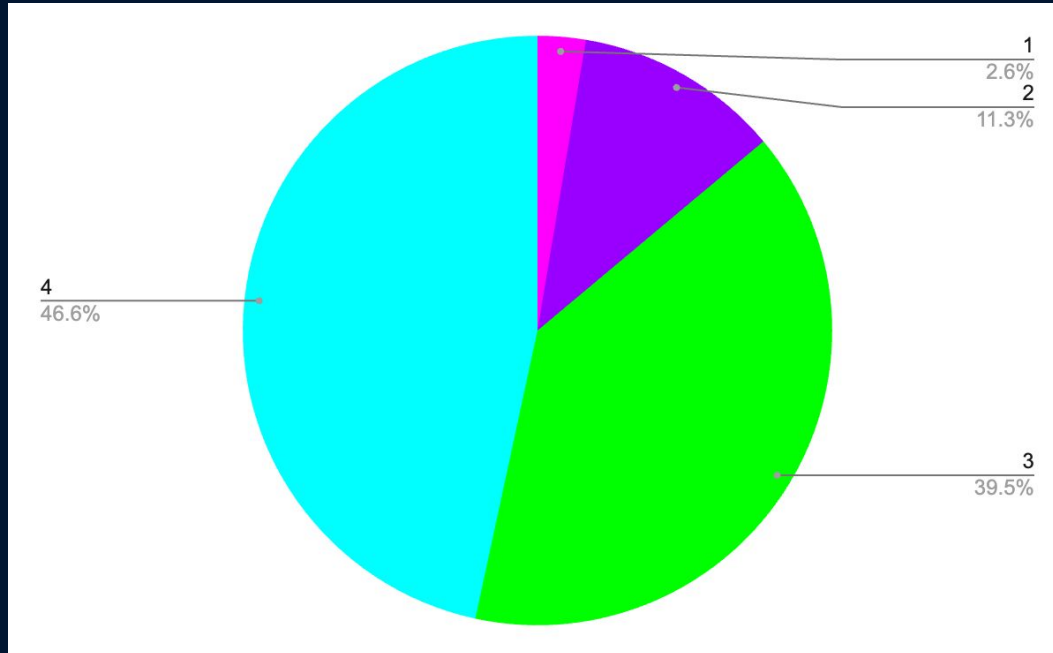
Advanced Math Skills



N= 48

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

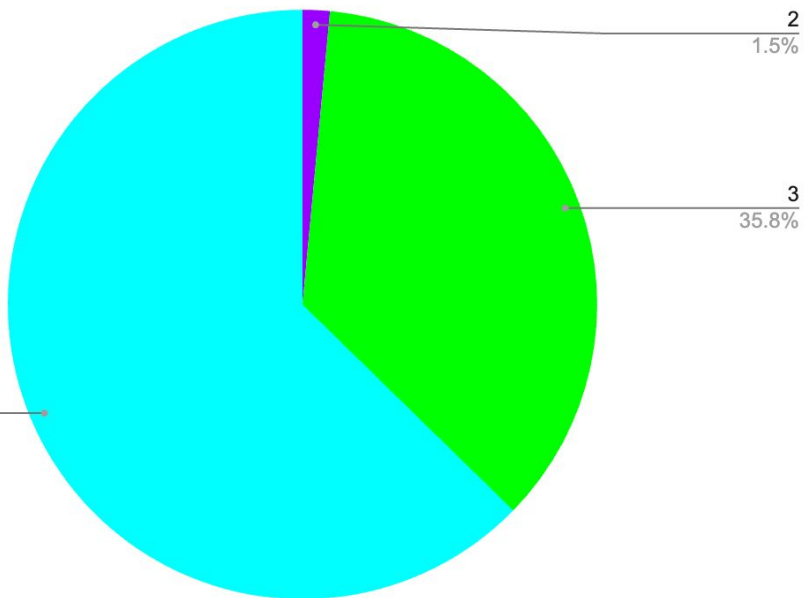
Math Analysis and Honors Math Analysis



N= 88

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

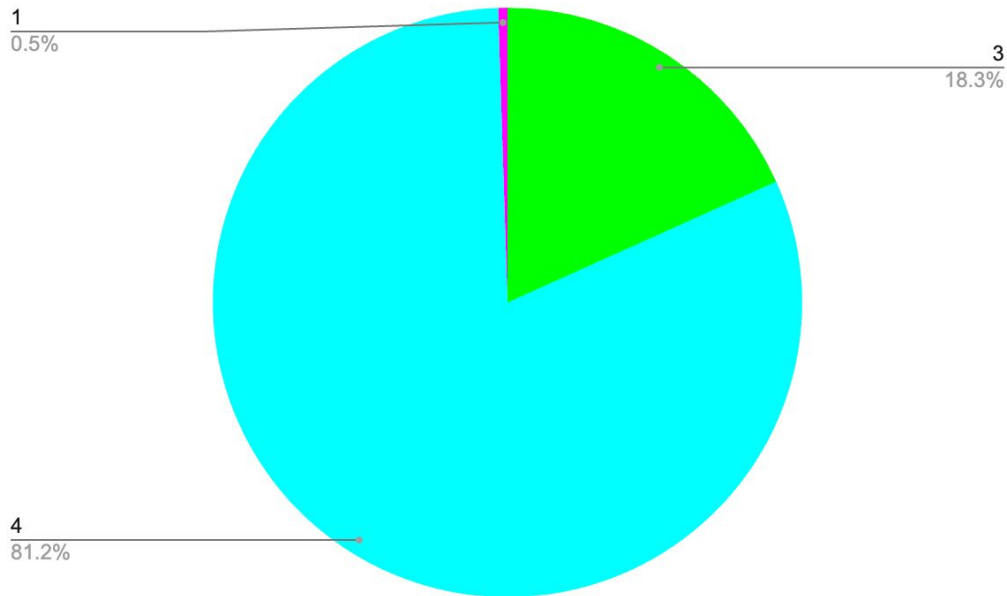
High School Calculus



N= 38

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

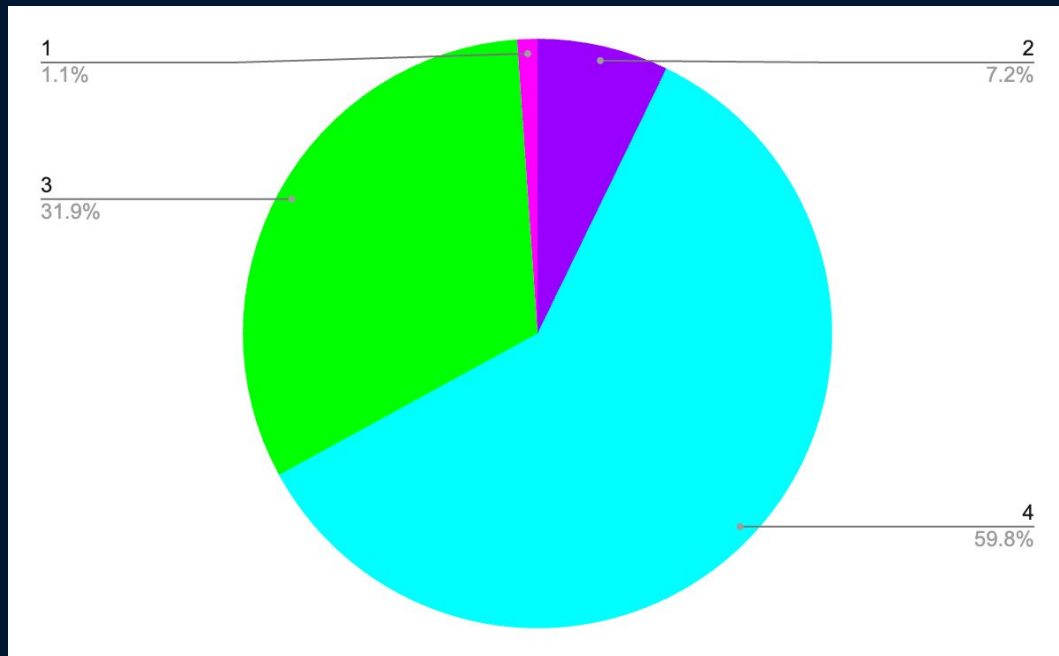
AP Calculus



N= 53

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

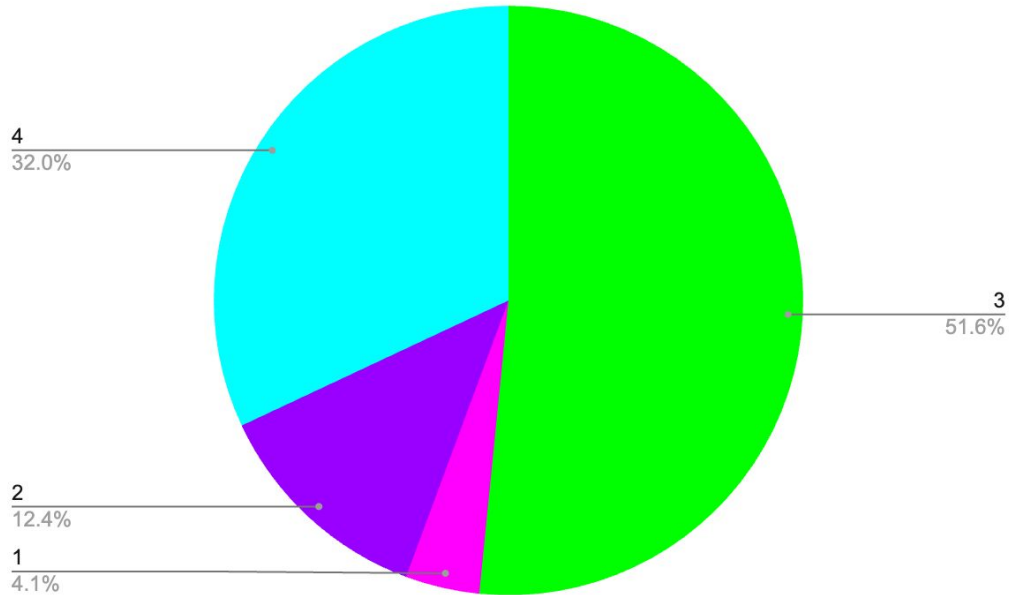
CAASPP Scores of English A grade (91.7% 3 or 4)



N= 328

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

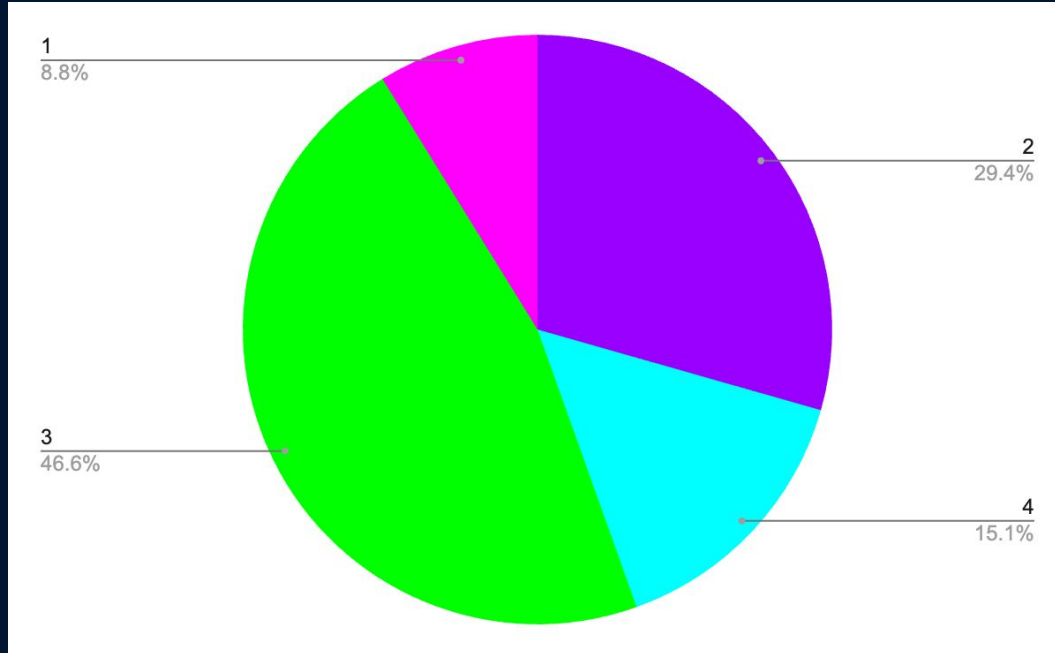
CAASPP Scores of English B grade (83.6% 3 or 4)



N= 235

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

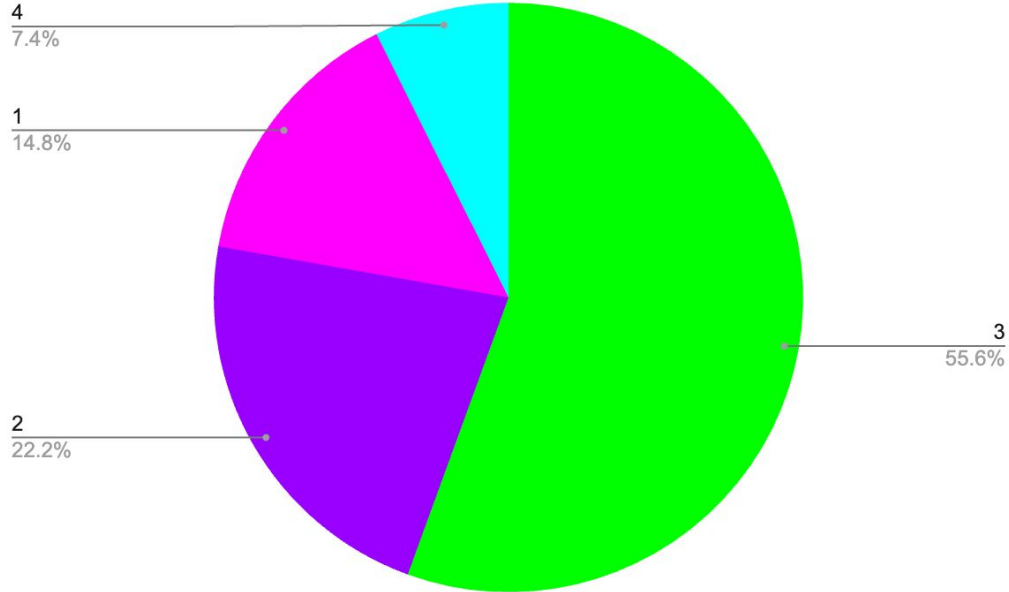
CAASPP Scores of English C grade (61.7% 3 or 4)



N= 102

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

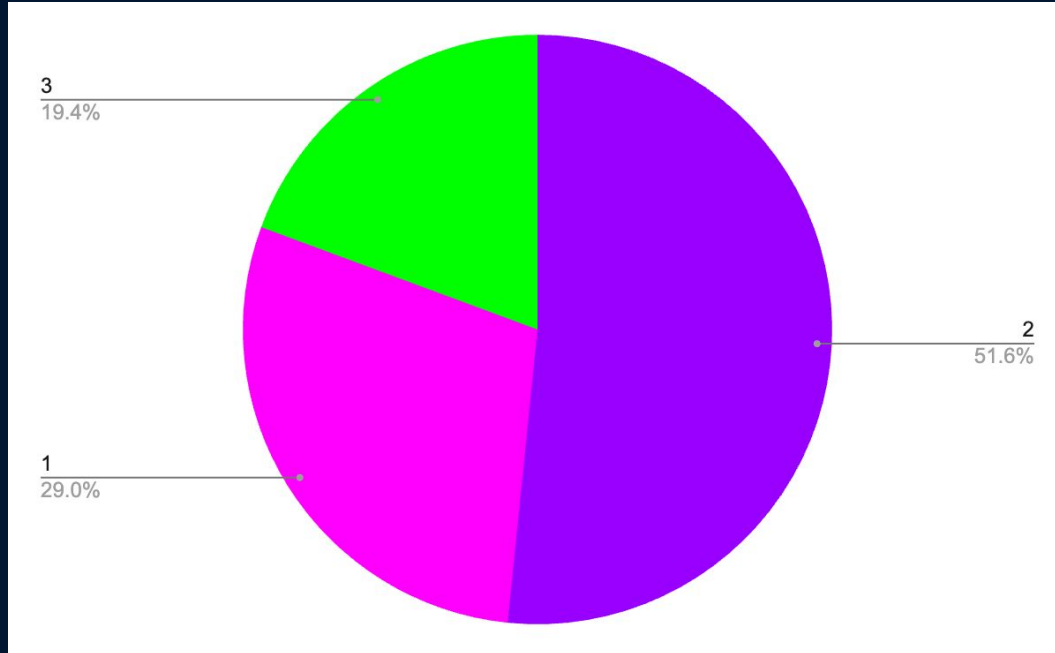
CAASPP Scores of English D grade (63.6% 3 or 4)



N= 25

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

CAASPP Scores of English F grade (19.4% 3)



N= 20

- CAASPP Score of 4
- CAASPP Score of 3
- CAASPP Score of 2
- CAASPP Score of 1

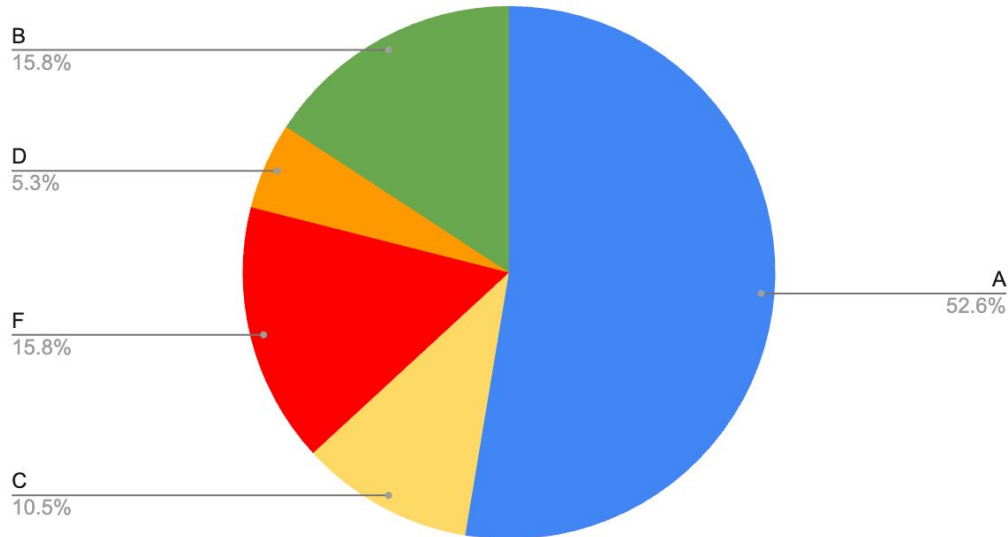
02

2022-2023

SPED MATH ACHIEVEMENT

SpEd Student Math Achievement **Level 1** broken down by math grade earned

Level 1 CAASPP Divided by math grades

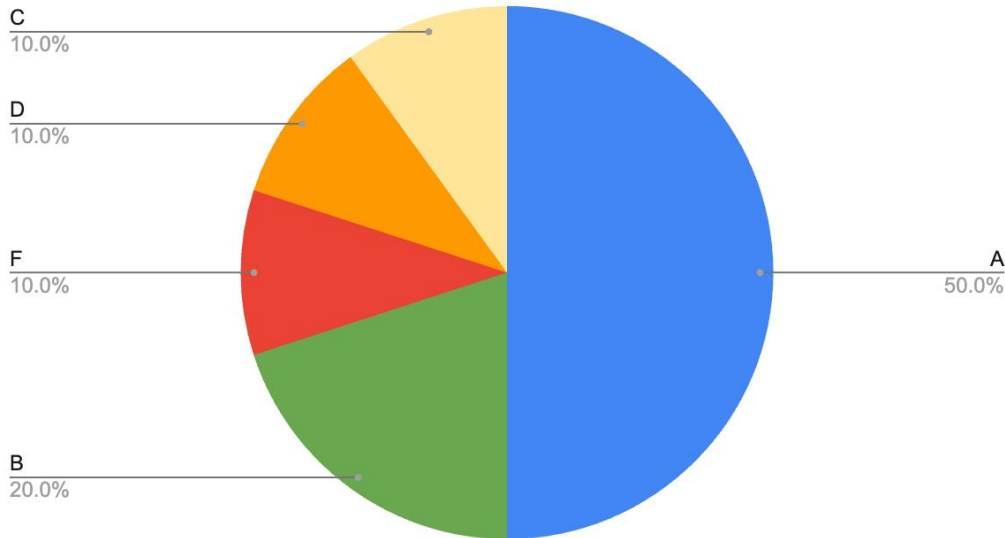


N = 39

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F

SpEd Student Math Achievement **Level 2** broken down by math grade earned

Level 2 CAASPP Divided by math grades



N = 39

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F

SpEd Student Math Achievement

Level 3 broken down by math grade earned

Level 3 CAASPP All A's

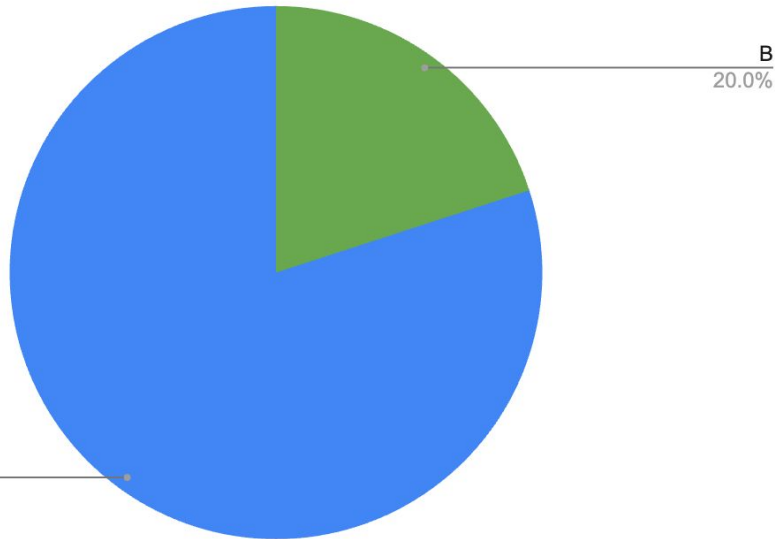


N= 39

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F

SpEd Student Math Achievement Level 4 broken down by math grade earned

Level 4 CAASPP All A's and 1 B



N = 39

- Grade A
- Grade B
- Grade C
- Grade D
- Grade F

03

2022-2023

**MATH ACHIEVEMENT
ANALYSIS**

Analysis

2022-2023

The background features a dark blue field with several bright, glowing light trails in shades of cyan and orange. A prominent trail of small white dots curves from the top left towards the center of the slide.

Q & A



Coversheet

2022-2023 SARC Report

Section: VIII. Academic Excellence
Item: C. 2022-2023 SARC Report
Purpose: FYI
Submitted by:
Related Material: PCHS School Accountability Report Card.pdf

Palisades Charter High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	15777 Bowdoin St. Pacific Palisades, CA , 90272-3523	Principal:	Pamela Magee, Executive Director/Principal
Phone:	(310) 230-6623	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Pamela Magee, Executive Director/Principal

📍 Principal, Palisades Charter High

About Our School



Greetings from our beautiful school by the sea!

Palisades Charter High School (PCHS) is a high-performing, comprehensive high school serving approximately 2181 geographically diverse students from more than 126 zip codes throughout the Los Angeles area and neighboring counties. Additionally, the PCHS student population is culturally diverse with approximately 30 languages other than English spoken at home and over 47.4% of students with diverse backgrounds and ethnicities represented. 26.46% percent of students are eligible for the National School Breakfast and Lunch Program. A charter school since 2003, Palisades Charter High School is one of the pioneering high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS is a California Gold Ribbon School, a California Distinguished High School, and is recognized by Newsweek, U.S. News and World Report, and LA Magazine.

An important characteristic of California's charter school landscape is the distinction between schools that operate as a non-profit public benefit corporation—called “independent” charters—and ones that, similar to traditional public schools, are governed by the district board—called “affiliated” charters. Independent status allows the school stakeholders and governing board to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back to School Retreat held in August. During this important retreat, the school board trustees and administrators partner with stakeholders to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, a Western Association of Schools and Colleges' accreditation,

and renewal of our charter from Los Angeles Unified, which is the school's charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

Palisades Charter High School is ranked as a stand-out school both nationally and locally. PCHS maintains high engagement in Advanced Placement courses, and Dual Enrollment courses with West Los Angeles Community College and Santa Monica Community College. Students can choose from many AP, honors, and college-prep courses offered in a variety of disciplines and can enter academic programs such as Career Technical Education, Pali Academy, and Virtual Academy. PCHS has award-winning visual and performing arts, business, and athletic teams. Every student is offered a personal digital device for use at school and at home to assist in their development of academic skills, practical skills, and soft skills to empower them to be successful lifelong learners and productive, responsible citizens in a diverse and changing society.

An exceptional school succeeds only if it has the full engagement of all stakeholders - students, families, faculty and staff, alumni, community members, and friends - who support our mission. Thank you for your dedication to ensuring Pali High's excellence for years to come!

With Dolphin Pride,

Dr. Pam Magee

Executive Director/Principal

Contact

Palisades Charter High
15777 Bowdoin St.
Pacific Palisades, CA 90272-3523

Phone: [\(310\) 230-6623](tel:(310)230-6623)
Email: pmagee@palihigh.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, CA , 90272-3523
Phone Number	(310) 230-6623
Principal	Pamela Magee, Executive Director/Principal
Email Address	pmagee@palihigh.org
Website	http://palihigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 11/28/23

School Description and Mission Statement (School Year 2023–24)

Independent charter status allows the governing board and educational partners to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back-to-School Retreat held in August. During this important retreat, the school board trustees and administrators collaborate with educational partners to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, a Western Association of Schools and Colleges' accreditation, and renewal of our charter from Los Angeles Unified, the school's charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

The Schoolwide Goals are closely aligned with the LCAP Goals and WASC Action Plan for Equity. All of these goals are reviewed and updated in monthly Long Term Strategic Planning Committee and Board of Trustees meetings. These goals are the basis of the school's short and long term budget development.

Schoolwide Goals:

Academic Achievement

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

Communication

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

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

Diversity

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

Fiscal/Budget

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

Student Socio/Emotional Well-being

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

LCAP Goals:

Increase Proficiency and Academic Achievement

Prepare graduates for post-secondary experiences

Safe and Positive School Environment

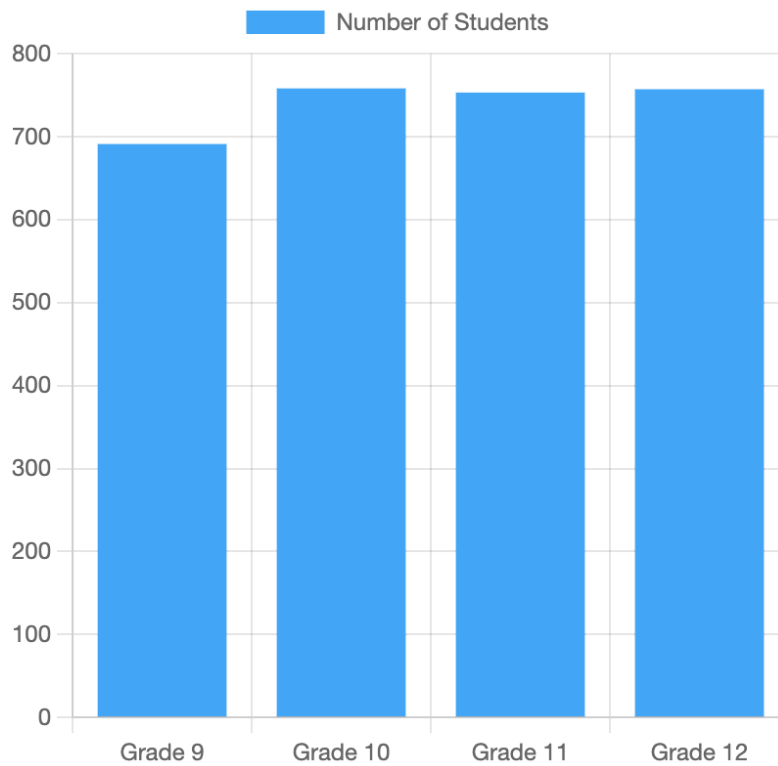
Modernization

Last updated: 2/1/23

Last updated: 11/28/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	691
Grade 10	758
Grade 11	753
Grade 12	757
Total Enrollment	2959



Last updated: 1/26/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.10%
Male	49.60%
Non-Binary	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.80%
Foster Youth	0.00%
Homeless	0.40%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.10%
Asian	5.80%
Black or African American	9.20%
Filipino	1.00%
Hispanic or Latino	22.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.50%
White	53.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	27.40%
Students with Disabilities	8.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.60	86.12%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	0.79%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	5.56%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.33%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	9.00	7.19%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	126.10	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/26/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	112.80	88.87%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.70	0.59%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.20	10.44%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.10%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	127.00	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/26/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	7.00	13.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	13.20

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	0.10

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30%	14.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?					0
	?					
	English 10	10	Elements of Literature 4th Course	Holt, Rinehart, and Winston	2000 OO30520630	
	Literature Analysis	11	Elements of Literature 5th Course	Holt, Rinehart and Winston	2000 OO30520649	
	AP Language	11	Adventures in American Literature	Holt, Rinehart and Winston	1996 OO30986362	
	AP Literature	12	Perrine's Literature Structure, Sound, and Sense	Thomson Higher Education	2006 141300654-X	
	English 12	12	The Compact Reader	Bedford/ St. Martin's	2011 O312609604	
Mathematics	Algebra 1A or 1B	Algebra 1: Common Core	Pearson		2015 O9780133283136	0
	Geometry 1A or 1B	Geometry: Common Core	Pearson		2015 O133281159	
	Algebra 2A or 2B	Algebra 2: Common Core	Pearson		2015 O133281167	
	Math Analysis	Precalculus with Trig Concepts	Key curriculum Press		2007 1559537884	
	Honors Math Analysis	Precalculus and Discrete Mathemaatics	UChicagoSolutions		2016 9781943237128	
	Adv. Math Concepts	Functions, Statistics and Trigonometry	UChicagoSolutions		2016 9781943237	

Subject	Textbooks and Other Instructional Materials/year of Adoption			From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Calculus	Calculus: Graphical, Numeric, Algebraic	Scott Foresman Addison Westley	1999 0201324458		
AP Calculus	Calculus: Graphical, Numeric, Algebraic	Pearson	2020 9781418300203		
AP Calculus	Multiple Choice and Free Response in prep systems for AP Calc (BC)	DandS marketing	2003 9781418300203		
AP Calculus	Multiple Choice and Free Response in prep systems for AP Calc (AB)	DandS marketing	2016 9781934780428		
AP Statistics	The Practice of Statistics	WH Freeman and Company	2008 0716773090		
Science	Medical Terminology	Hole's Human Anatomy & Physiology	Mc Graw Hill Glencoe 2003 0073211877		0
	Neuroscience	Neuroscience	Wolters Kluwer 2016 9780781778176		
	Physiology	Essentials of Human Anatomy & Physiology	Pearson 2022 9780137321599		
	Biology	Biology	Savvaas 2020 9781418283087		
	AP Biology	Biology in Focus	Pearson 2014 0321813804		
	Physics	Physics	Prentice Hall 1998 0136119719		
	AP/H Physics	Physics for Scientist & Engineers with Modern Physics	Pearson Prentice Hall 2009 0131495089		

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Astronomy	The Cosmos:Astronomy in the New Millennium (Fifth Editon)	Cambridge	2019	9781108431385		
Chemistry	Modern Chemistry	Holt, Rinehart and Winston	2005	0030565375		
H Chemistry	General Chemistry: The Essential Concepts	Mc Graw Hill	2008	0073048518		
AP Chemistry	Chemistry	Thomson Brooks/Cole	2012	111157734X		
AP Enviro. Science	Environmental Science : A Global Concern	Mc Graw Hill	2018	09780076806799		
Honors Envio. Science	Environmental Science	Prentice Hall	2011	09780133724752		
Elective Textbooks						
	Class	Title	Publisher	Copyright	ISBN	
	Foods	Nutrition & Wellness for Life	Goodheart-Wilcox	2019	9781635630763	
	AP Computer Science	AP Computer Sci A (Premium 2022-23)	Barrons	2022	9781506264158	

History-Social Science

AP US History	11	America's History for the AP Course	Bedford/ St. Martin's	2021	9781319281151	
AP US History	11	United States History(Advanced Placement Edition)	Perfection Learning	2022	9781690305507	
AP American Government	12	American Government	Longman	2012	0205116140	

0

Subject	Textbooks and Other Instructional Materials/year of Adoption			From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
		Cases and Readings (19th edition)			
AP European History		A History of Western Society- 17th Edition	Bedford, Freeman & Worth	2017 09781319035983	
AP World History	10	Traditions & Encounters	Mc Graw Hill	2008 9780007330679	
World History	10	World History	Houghton Mifflin Harcourt	2018 9780544668225	
US History	11	American History	Houghton Mifflin Harcourt	2018 09780544454194	
US History	11	The Americans	Holt Mc Dougal	2012 09780547491158	
Principles of American Democracy	12	United States Government	Houghton Mifflin Harcourt	2018 09780544742680	
Economics	12	Economics Concepts and Choices	Holt McDougal	2011 09780547082943	
Philosophy		Sophie's World	Farrar, Straus, Giroux	2007 9780374530716	
AP Human Geography		Human Geography People, Place & Culture	Wiley	2012 9781118018699	
AP Psychology		Myers' Psychology for the AP Course	Bedford, Freeman & Worth	2021 9781319362546	
AP Macroeconomics		Krugman's Macroeconomics for the AP Course	Bedford, Freeman & Worth	2019 9781319113285	

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Spanish 1	Realidades 1	Prentice Hall	2008 0131340913		0
	Spanish 2	Realidades 2	Prentice Hall	2008 0131340921		
	Spanish 3	Realidades 3	Prentice Hall	2008 0131340948		
	AP Spanish	Temas	Vista Higher Learning	2014 9781618572226		
	AP Spanish	Azulejo	Wayside	2012 9781983026225		
	French 1	Chemins 1	Vista	2023 9781543362337		
	French 2	Discovering French 2	McDougal Little	2004 0395874890		
	French 3	Discovering French 3	McDougal Little	2004 0395874866		
	French 4	Chemins 4	Vista	2023 9781543362336		
	French 4	Reprise	Glencoe McGraw Hill	2004 0078460530		
	AP French	AP French Exam Prep	Vista	2022 9781543331950		
	AP French	Themes	Vista	2022 9781543329117		
Health						0
Visual and Performing Arts	Drawing/Painting	Discovering Drawing	Davis Pub.	2000 0871922819		0
	Drawing/Painting	Exploring Painting	Davis Pub.	2003 0871926008		
	Drawing/Painting	Anatomy of Masters	Watson Gupstill	2000 0823002810		
	Drawing/Painting	Drawing Dynamic Hands	Watson Gupstill	2002 0823013677		
	Drawing/Painting	Drawing Hands & Feet	Search Press	2005 9781844480715		

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Drawing/Painting	Drawing the Nude	Search Press	2007	9781844482443		
Drawing/Painting	All about techniques in Acrylics	Barrons	2004	0764157108		
Drawing/Painting	Shortcuts & Artist's secrets	Walter Foster	2011	09781600582028		
Drawing/Painting	The Art of Basic Drawing	Walter Foster	2005	09781560109136		
Drawing/Painting	Human anatomy made amazingly easy	Watson Guptill	2000	0823024970		
Drama	Acting means Doing!	Cavanaugh	2012	1477491597		
Science Lab Eqpmt (Grades 9-12)	N/A				N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/26/24

School Facility Conditions and Planned Improvements

A. Describe the Safety, Cleanliness, and Adequacy of the School Facility:

The school is maintained and cleaned daily to remain safe and clean learning and working environment. Although the facility is aging, its infrastructure is in good working condition and some significant infrastructure upgrades and modernization projects are underway for HVAC and underground utilities. However, the internal electrical panels are old and at or near capacity, the internal plumbing piping is very old and would benefit from replacement, the

Central PA & Bell system is operating but will very soon need to be replaced due to aging wiring. The old school physical lock-n-key system would be helpful to modernize with a modern office/hotel style card-key system. Bowdoin Street conditions during the school day pose safety concerns as public traffic and access intersects campus while students are onsite. Attention to ways this access may be controlled or managed is worth considering as a school safety and security enhancement.

B. Description of any planned or recently completed facility improvements:

HVAC & Utilities underground piping upgrades (replacement) have been completed for domestic water, boiler-based hot water heating system, and gas, and an HVAC overhaul in the gym is also in progress and about 50% completed. The classroom buildings and classrooms do not have air-conditioning which is often problematic in Aug-Oct and sometimes May, and the building mechanical rooms need upgrade/modernization. This project is underway with LAUSD. Significant athletic facilities improvements being investigated for the pool (decking and plaster), baseball field (artificial turf) and tennis courts (new construction). A number of smaller scale capital improvements to be budgeted for next year through our Mar-Jun Budgeting process.

Most of the 18 supplemental classrooms that are in 9 trailers/bungalows are very old and not in good working condition. They're functional, but not good. A lot of ongoing maintenance and inadequate space are major problems. PCHS would really benefit from replacing these with either new pre-fab two-story modular classrooms, or having a new classroom building built in their place. Ideally the 18 classrooms to be replaced in the same/similar footprint with 4-5 prefab 2-Story Modulars with 4 classrooms per Floor, so 8 classrooms per Modular for a total of 32-40 classrooms

Many classrooms also need furniture replacements of 20-30 year old desks and tables, and also need additional electrical infrastructure and charging stations for student devices (laptops, tablets, phones, etc.)

Additional items described in the "Description of repair status for systems listed" section.

Donation funded water fountain project will see new Elkay fountain + bottle filler installed at 6 locations (in progress). Most of the working water fountains remain in reasonable working condition (a few are newer and in very good condition).

Student & adult restroom renovations would also be very welcome. Some were renovated via a donation a few years ago, but most are still very old/tired and would be good to update.

School Safety Plan

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Safety Committee, Operations Department, Administrators and ultimately reviewed/approved by the Board of Directors Jan/Feb annually.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly.

The SEOP is also available for access/review in our Main Office and via the Safety portal. Safety Drills are conducted regularly for Fire, Earthquake, Active Assailant, Airborne Exposure, Hold, Lockdown and Reunification. A schedule of drills is provided at the start of each semester and exists on the school's Master Calendar available to all stakeholders.

Last updated: 1/10/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	<p>Fair</p>	<p>1. Gas lines previously needed repair/bypass/replacement but are now replaced with new for out-of-building lines as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project. A future project will address with piping within buildings. 2. Mechanical/HVAC – Ventilation is in good working order, and MERV13 Filters being utilized and checked/replaced regularly. Heating system is in OK condition – While the under-ground infrastructure has been upgraded, until the in-building infrastructure is upgraded to, the system still has issues in delivering consistent heat to all Buildings/Rooms. These heating pipes will also be replaced by the above mentioned LAUSD project. There is No A/C System in the original/Core Classroom Buildings, though a future Campus-Wide A/C Project is being planned by LAUSD (the classrooms are in certain need of a Centralized A/C System implementation). 3. Sewer service/system is in good working order. A few drainage system clogs from time to time, usually due to tree roots or students stuffing things down toilets, but those are remediated as they occur. 4. Plumbing system in adequate working order. Internal/underground infrastructure is aged and at end of its useful life and is under repair/replacement via the above mentioned LAUSD Project. However, the In-Building Plumbing Infrastructure was not replaced via the recently completed LAUSD</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Project, and will be the main component of the Plumbing System that has not been modernized, and should be. 5. General electrical service and infrastructural working are in good working condition, but most of our Building and Area electrical panels are at or near capacity. The Central PA, Clock & Bell system is operating, but will very soon need to be replaced due to aging wiring. 6. The old school physical lock-n-key system would be helpful to modernize with an office/hotel style card-key system.</p>
Interior: Interior Surfaces	Good	<p>?Classrooms and offices continuously need updated painting, and exterior of School is in need of Painting Maintenance. School continues to prepare a new deferred maintenance plan, and try its best within limited budget to address painting/flooring/furniture in that process. The Library, Student Cafeteria and Staff Cafeteria are all also in significant need of modernization and upgrade.?</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>?Pest mitigation performed weekly and as needed. Campus cleanliness is prioritized by facilities and operations staff and mainly executed by custodians.?</p>
Electrical: Electrical	Good	<p>?General electrical service and infrastructural are in good working condition, but most of our Building and area internal electrical panels are at or near capacity. The Central PA & Bell system is operating adequately, but will very soon need to be replaced due to aging wiring.?</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<p>Restrooms/Fountains: Restrooms, Sinks/Fountains</p>	<p>Fair</p>	<p><u>1.</u> Restrooms are generally in good working order other than the above mentioned plumbing infrastructure issues. <u>2.</u> Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. <u>3.</u> Many of the Restrooms, for Students & Adults, are old and aging and everyone would benefit from modernization. <u>4.</u> As mentioned above, In-Building Plumbing Infrastructure was not being replaced via the recently completed LAUSD Project, and will be the main component of the Restroom & Plumbing System that has not been modernized, and should be. <u>5.</u> Most of the working water fountains are in reasonable working condition (a few are newer and in very good condition), but some are either no longer operational or very aged and need repair/replacement. Some, but not a lot, are being modernized now via a donation, but many old/aging water fountains should be replaced and modernized with reusable bottle fillers.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p><u>?1.</u> Annual fire safety inspection occurred this past summer for this school year. No major issues reported and all minor issues were addressed in a timely manner. Fire system preventative and reactive maintenance is performed by a certified fire system specialist. <u>2.</u> PCHS maintains a School Safety Chemicals and Hazardous Materials Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. <u>3.</u></p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.?</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p><u>?1.</u> All permanent buildings are in good working condition, but all are now 62 years old and aging. Temporary structures (bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with new 2-Story Pre-Fab Modular Units or permanent buildings. Bungalow repairs are executed on a regular basis. <u>2.</u> All permanent building rooves are in decent working condition, though at the end of their typical 20-25 years useful life and should be replaced very soon. If that is not done, the protective covering of original architecturally designed building connections needs enhancement to help with slightly longer-term protection.?</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p><u>?1.</u> Grounds in good working condition. Lower campus open space areas need to be addressed and are slated for work with LAUSD. Sloped parking lot has many areas with ruts and potholes that need to be repaired and resurfaced (re-paved) and restriped. <u>2.</u> Playgrounds/Blacktop in decent working condition, but also toward the end of their useful life and should be completely redone soon. <u>3.</u> Windows/Doors/Gates/Fences in good working condition. Longer-Term perimeter fencing should be installed at the front of the school, and aging fencing on 2 of the 4 sides of the property are old and will need replacement soon. <u>4.</u> Baseball</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Field would ideally get artificial turf, or need significant drainage and sprinkler repairs. ?

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/9/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	69%	70%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	42%	38%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

**CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	745	734	98.52%	1.48%	69.71%
Female	356	348	97.75%	2.25%	77.81%
Male	389	386	99.23%	0.77%	62.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00%	0.00%	91.84%
Black or African American	66	64	96.97%	3.03%	43.75%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	170	165	97.06%	2.94%	62.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	59	100.00%	0.00%	79.66%
White	393	389	98.98%	1.02%	73.20%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	212	97.25%	2.75%	57.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	68	68	100.00%	0.00%	41.18%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	743	733	98.65%	1.35%	38.34%
Female	354	348	98.31%	1.69%	31.90%
Male	389	385	98.97%	1.03%	44.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00%	0.00%	75.51%
Black or African American	66	64	96.97%	3.03%	6.25%
Filipino	--	--	--	--	--
Hispanic or Latino	169	165	97.63%	2.37%	24.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	58	58	100.00%	0.00%	39.66%
White	393	389	98.98%	1.02%	44.99%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	211	96.79%	3.21%	21.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	67	67	100.00%	0.00%	20.90%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	34.32%	40.15%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	794	788	99.24%	0.76%	40.15%
Female	402	399	99.25%	0.75%	36.84%
Male	392	389	99.23%	0.77%	43.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00%	0.00%	68.29%
Black or African American	81	81	100.00%	0.00%	9.88%
Filipino	--	--	--	--	--
Hispanic or Latino	153	153	100.00%	0.00%	21.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	75	74	98.67%	1.33%	55.41%
White	434	429	98.85%	1.15%	46.39%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	211	99.53%	0.47%	22.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	57	96.61%	3.39%	5.26%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

2022-23 SARC Information

CTE Programs Offered at Pali High

1. **Business**
2. **Computer Programming**
3. **Digital Media / Journalism**
4. **Filmmaking**
5. **Performing Arts - Drama**
6. **Performing Arts - Music**
7. **Photography**

CTE Program Sequence of Classes

Business Pathway

Concentrator Courses Capstone Courses

Business Enterprise 1 A/B Business Enterprise 2 A/B

Computer Programming Pathway

Concentrator Courses Capstone Courses

AP Computer Science Principles A/B AP Computer Science A/B

Digital Media / Journalism Pathway

Introductory Concentrator Capstone Courses
Courses Courses

**Journalism 1 A/B Journalism 2 A/B Adv. Digital Journalism
A/B**

Filmmaking Pathway

Concentrator Courses Capstone Courses

Filmmaking 1 A/B Filmmaking 2 A/B

Performing Arts - Drama Pathway

Concentrator Courses Capstone Courses

Introduction to Theater A/B

OR Advanced Drama A/B

Theater Improvisation A/B

Performing Arts - Music Pathway

Concentrator Courses Capstone Courses

Orchestra A/B

OR

Symphony Orchestra A/B

OR AP Music Theory A/B

Jazz Ensemble A/B

OR

Business of Music A/B

Photography Pathway

Concentrator Courses Capstone Courses

Photography 1 A/B

OR

AP Studio Art 2D (Photo) A/B

Photography 2 A/B

OR

OR

AP Studio Art 3D (Photo) A/B

Yearbook A/B

Palisades Charter High School's CTE programs and classes support academic achievement across our entire campus. All of our CTE courses are aligned to the California CTE Model Curriculum Standards including alignment with the twelve Standards for Career Ready Practice. Throughout the school year our CTE teachers frequently collaborate with our English, Science, Math, and Social Science faculty to develop and deliver cross-curricular lessons and experiences.

All CTE courses satisfy requirements for graduation. All classes with the exception of courses within our Business Pathway, satisfy the UC/CSU A-G entrance requirements.

PCHS continues to partner with West Los Angeles College for a cooperative, concurrent enrollment opportunity for our students taking Work Experience. Interest in this new format continues to grow as more students register year-over-year for our dual-enrollment courses.

PCHS successfully hired a full-time CTE Coordinator for the 2022-23 school year who worked closely with teachers, counselors, and administrators to redesign the 9th grade Pod program by incorporating CTE curriculum, career exploration, and soft-skill development. Our Pods with CTE alignment officially kicked off in August 2023.

As part of our annual applications for Perkins grants and the CTE Incentive Grant, all CTE faculty are asked to review their curriculum for relevancy and accuracy. During the 22-23 school year, all CTE teachers participated in professional development "pull-out" days where they collaborated on curriculum mapping revisions for each of their units.

CTE advisory committee industries represented: Business, Technology, Digital Medias, Journalism, Performing Arts, and Photography. Primary representative of the Advisory Committee: Tyler Farrell.

Last updated: 1/26/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	751
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4

Last updated: 1/26/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.63%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/10/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	98%	98%	98%	98%	98%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

PARENT ENGAGEMENT

?Parents are enlisted to be active educational partners in the school community. At PCHS, building parental relationships occurs even before the admissions and enrollment process. Throughout the school year, family school tours are led by student ambassadors for all prospective families who would like to join. During these tours, prospective parents observe various classes and ask questions about the school. Additionally, PCHS

administration hosts multiple prospective parent information nights to inform parents about the school and answer parent questions.

PCHS has longstanding parent programs to collaborate for student success:

- English Language Advisory Council (ELAC) provides recommendations and feedback regarding programs and funding priorities for English Language Learners;
- Fuerza Unida (FuN) (supports Latino families and students);
- The Village Nation (TVN) provides support to our African American students and families;
- Dolphin Leadership Academy provides education for incoming parents regarding PCHS and student achievement and engagement;
- PCHS Board of Trustees includes three parent seats one of which requires status as a traveling parent because a large population of PCHS families are commuting to the school from over 100 zip codes;
- The Board of Trustees has established the following advisory committees on which parent membership is required:
 - Budget & Finance Committee
 - Elections Committee
 - Academic Accountability
 - Charter Committee
- Long Term Strategic Planning Committee (LTSP) is comprised of 5 subcommittees open to parents and community members;
- Parent Education Foundation involves parents interested in school fundraising by securing grants to support key academic and schoolwide goals;
- Booster Club engages parents who want to focus on fundraising to support students, teachers, and coaches who lead extra-curricular activities;
- Parent, Teacher, Student Association (PTSA) hosts monthly parent meetings providing information about school structures and programs, college preparatory opportunities, the national Reflections art contest, and assists parents in forming school carpools;
- Parent Special Education Committee (PSEC) provides information regarding Pali's programs and academic support for students with disabilities as well as provides a forum for parent feedback;

Parent Volunteers

Parents are encouraged to volunteer and become active participants in the school by completing a parent volunteer program profile form indicating their interests in areas of need including hospitality, outreach, office assistance, fundraising, technology, etc.

Information about school activities is communicated through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal; Communiques using Parent Square, Infinite Campus, and Schoology.

Educational partners *Input*

Parents are encouraged to volunteer and become active participants in the school by completing a parent volunteer program profile form indicating their interests in areas of need including hospitality, outreach, office assistance, fundraising, technology, etc.

Information about school activities is communicated through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal; Communiqués using Parent Square, Infinite Campus, and Schoology

Educational partners *Input*

Annual Educational partners Surveys provide feedback about the school's performance, parent/student satisfaction, and suggestions regarding the school's focus and overarching goals. In addition, Customer Service Feedback forms are available in the Main Office and Attendance Office to garner feedback regarding visitors' experience on campus.

Process for Parent / Student Complaints

The process to follow in registering a complaint or concern depends on the nature of the issue. PCHS has the following procedures in place:

Whistleblower Policy

Palisades Charter High School's whistleblower policy makes it possible for all educational partners to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The whistleblower system using the StopIt! application/phone number has been activated for the PCHS community. StopIt! is a confidential and anonymous system that makes it easy for students and parents to report issues such as harassment, theft, substance abuse, unsafe conditions, and more. For more information or to make a report, visit <https://www.stopitsolutions.com/>

State Priority: Pupil Engagement

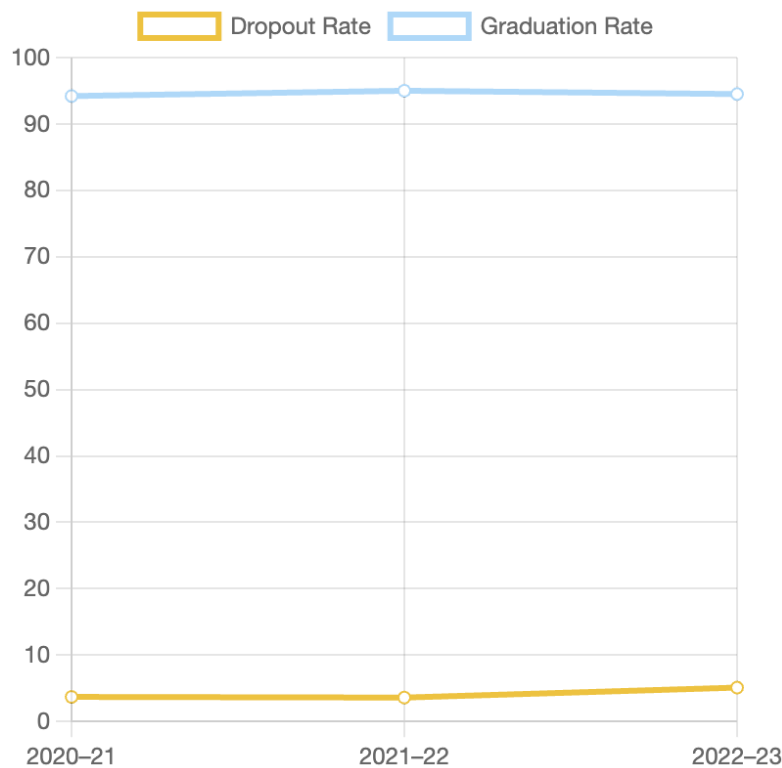
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	3.7%	3.6%	5.1%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	94.2%	95%	94.5%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/10/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	788	745	94.5%
Female	397	383	96.5%
Male	391	362	92.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	42	40	95.2%
Black or African American	80	77	96.3%
Filipino	--	--	--
Hispanic or Latino	152	143	94.1%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	70	65	92.9%
White	434	411	94.7%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	284	267	94.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	57	54	94.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2996	2975	557	18.7%
Female	1501	1490	303	20.3%
Male	1487	1477	253	17.1%
Non-Binary	8	8	1	12.5%
American Indian or Alaska Native	5	4	0	0.0%
Asian	174	173	16	9.2%
Black or African American	276	275	57	20.7%
Filipino	30	30	4	13.3%
Hispanic or Latino	665	660	149	22.6%
Native Hawaiian or Pacific Islander	2	1	0	0.0%
Two or More Races	254	253	45	17.8%
White	1588	1577	285	18.1%
English Learners	28	27	6	22.2%
Foster Youth	2	2	1	50.0%
Homeless	11	11	7	63.6%
Socioeconomically Disadvantaged	877	868	191	22.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	253	249	74	29.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	1.29%	1.97%	2.04%	0.44%	0.30%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.04%	0.00%
Female	1.53%	0.00%
Male	2.56%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.57%	0.00%
Black or African American	7.97%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.97%	0.00%
White	1.39%	0.00%
English Learners	3.57%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.19%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.53%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)**School Safety Plan (School Year 2022-2023)**

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Safety Committee, Operations Department, Administrators and is ultimately reviewed/approved by the Board of Directors. This year's plan was reviewed/updated in January 2023.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly.

Palisades Charter High School (PCHS) maintains clean and safe campuses staffed by continuous 7 days/week security and 5 days/week plant and facilities crew. PCHS has developed a comprehensive Safe School Plan in cooperation with LAUSD, local law enforcement, and other safety collaborators which is reviewed and revised each school year.

The school holds regular safety meetings to study and execute the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, lockdown, active intruder, hold and airborne exposure emergency drills are well established. Fire and earthquake evacuation drills are held regularly. This enables PCHS to conduct monthly Emergency Safety drills centered-around Fire, Earthquake, Active Shooter, Airborne Exposure and Medical potential events. Critical thinking concepts are incorporated into the drills/lessons informing Faculty/Staff & Students to work together as a team and be empowered to create and maintain a safe classroom, safe campus, and known procedures/locations in case of an emergency.

The campus is secured during the school day and all visitors must check-in/register with the main office and are assigned a Visitors Pass once passing an online background check. Security detail is regularly assigned to entrances used during the school day.

Additionally, security cameras located at entrances and throughout campus help enable PCHS to monitor visitor's movements once they enter the campus. Additional safety cameras were added to the campus-monitoring network within the past few years. Following better practices for school safety procedures, PCHS has implemented a front door RAPTOR check-in system that retains a full database of all checked-in school visitors.

PCHS maintains both school-wide and in-classroom safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency. Campus safety personnel include the Director of Operations, a full-time School Resource Officer (SRO), three-person Deans Office, a campus security coordinator, full-time campus aides, and supplemental third-party Security Guards.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. The PCHS Safety Committee meets regularly to plan and conduct safety drills and help set security policies and procedures. Members attend various trainings.

PCHS has engaged and partnered with a number of third-party safety specialists over the last ten years such as LAUSD School Police, LAPD, LAFD,

ALICE, Safe Kids HERO, FEMA, DHS, CERT, etc. to establish and improve safety protocols for PCHS. Additionally, the Safety Committee made up of different school stakeholders meets to review, write, and implement the PCHS School Safety Plan (SEOP).

Last updated: 1/9/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	36	51	39
Mathematics	25.00	36	33	38
Science	30.00	18	24	56
Social Science	24.00	41	30	45

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	36	57	28
Mathematics	23.00	44	31	33
Science	28.00	18	43	35
Social Science	24.00	40	42	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	35	54	29
Mathematics	21.00	55	31	27
Science	25.00	30	46	31
Social Science	24.00	46	29	44

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	236.72

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	12.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	4.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

Palisades Charter High School receives Federal, State and Local funds. A majority of the school budget is fulfilled through funding from the State Local Control Funding Formula (LCFF), other categorical programs, and the state lottery. Additional funding comes from property taxes, special education, federal and state grants.

For 2022-23, the largest expenditures include salaries and benefits (including post-employment retiree health benefits), technology, improvements to buildings/equipment, textbooks, instructional materials, and third-party operational services (transportation services, janitorial services, food service, security services).

Title I Federal funds were used to support our efforts to enable all students to meet state educational standards and graduate in four years. Title II federal funds contributed to staff training and technology. PCHS Development also received support from individual donors, families, alumni, community, foundations, and private businesses, through promotion of the PCHS Education Foundation (Ed Fund).

Versus prior years, additional investments were made in mental health, professional development, and database/technology integration. Additional funded services are listed below:

1. Academic Counseling: additional counselor and interventionists
2. Study Center with free tutoring services, both adult and peer tutoring
3. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed 4 math paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week.
4. College Center fully staffed with 3 counselors
5. Fuerza Unida Program: Community Coalition for Latinx students and FACTOR a parent/student program to navigate high school preparedness for college admission.
6. The Village Nation Program: Community Coalition for African American/Black students and Black Men's Group
7. The Multilingual Program: Parent and student support for English language learners
8. Virtual Programs a) Virtual Academy and Credit Recovery Program
9. Pali Academy Program: Pali Academy maintains an enrollment of between 40 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit recovery options not available in the traditional PCHS program.
10. Two full-time school Psychologist (only had 1 in 2021-22)
11. Autism specialist and Mental Health specialist

12. 4 Social Workers

13. 2 RNs in the Health Office

14. Library with a full-time librarian

15. Campus Unification Director (CUD) The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.

16. Take Ten Program for traveling students PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses.

17. Link Crew Program (first-year mentor-mentee program)

18. Student Success Team and Study Skills Intervention Program

19. PCHS has sponsored support groups for African American and Latina/o students.

20. PCHS has sponsored services such as outreach counseling, mentoring, mental health services, and academic support.

21. Restorative Justice Program PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.

22. Peer Mediation PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).

23. Mindfulness Messengers This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.

24. Ambassadors This PCHS student group provides school tours and information to the public and new PCHS students.

25. National Association for Mental Illness (NAMI) Westside National Alliance of Mental Illness provides classroom presentations and access to information and services for the prevention of sexual abuse and treatment of mental illness.

26. Programs and Student Support Resource Specialist and Counselor have been embedded in each of the ninth-grade PODS to enhance each of the Small Learning Communities in the ninth-grade transition program.

27. PCHS has a continuum of classroom environments, including: use of the Learning Center on a scheduled and/or an as-needed basis for students to access support; dedicated Study Seminar classes where Special Education students may access assistance from Special Education teachers/case carriers, paraprofessionals, tutors or access self-paced courses online using the Acellus curriculum; new collaborative classes (co-taught by general ed and special education teachers) in English, Algebra 1, Geometry, Algebra II, and Social Sciences; Special Day Program classes provide specialized instruction in core content areas delivered in a small group setting; and an Alternate Curriculum Special Day Program providing instruction in functional independent living skills and community-based instruction.

28. Section 504 Accommodation Plans PCHS has established a system of support for students with disabilities who have a Section 504 Accommodation Plan. A dedicated 504 case manager conducts an assessment, leads 504

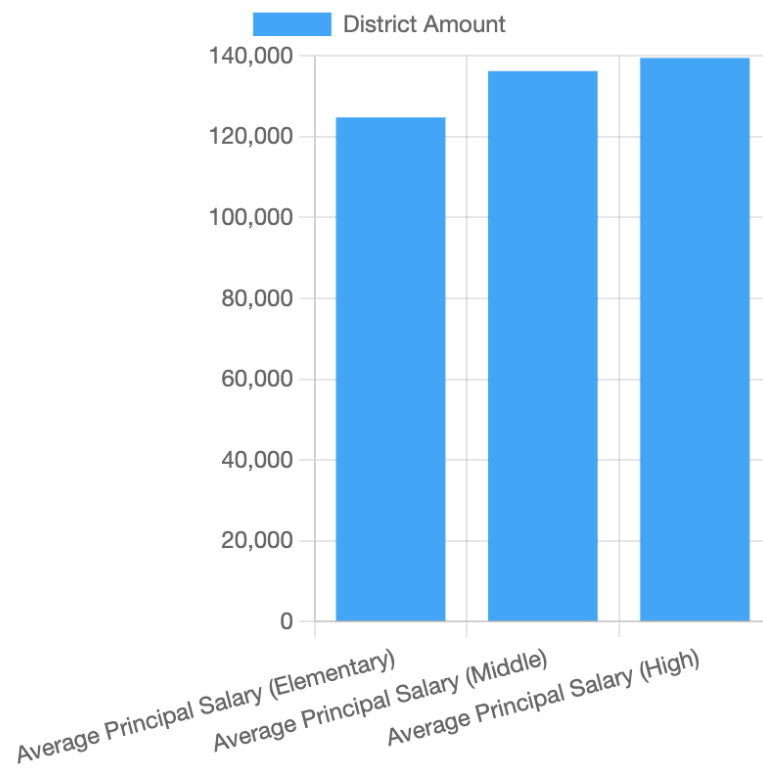
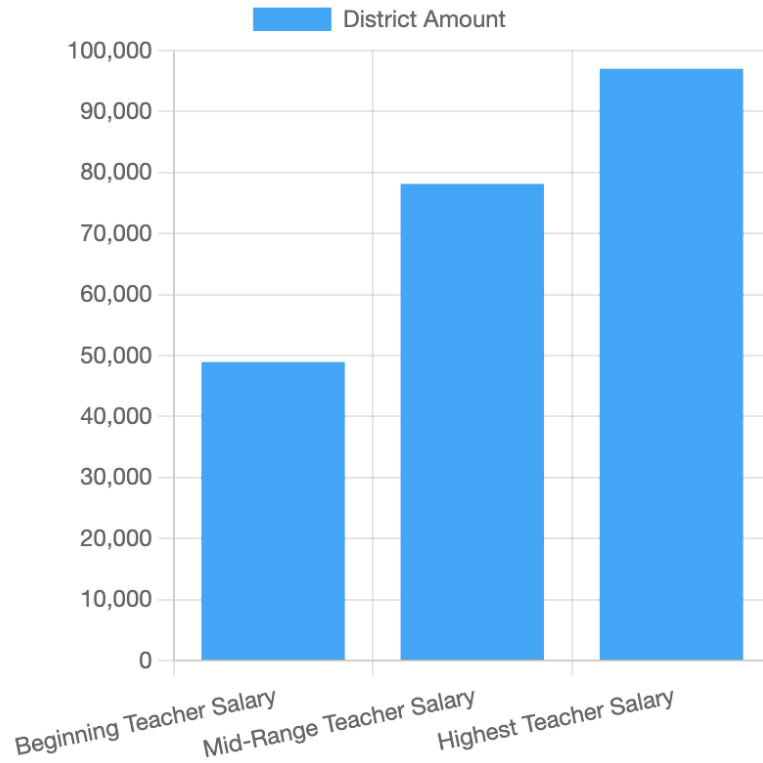
- team meetings, provides Study Seminars and accommodated testing throughout the day. English Language Development program.
29. Tech Education Coordinator and the Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.
 30. Chrome Book Loaner Program
 31. Dolphin Leadership Academy and Dolphin Academy Virtual Program PCHS SLC/Pod Program
 32. Summer School
 33. Transportation Scholarship Program PCHS awards transportation scholarships for families who qualify.
 34. Justice League Student Equity Association, a coalition program involving all student unions on PCHS campus.

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 11/28/23

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 37.7 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	3
Foreign Language	3
Mathematics	3
Science	4
Social Science	7
Total AP Courses Offered*	24

* Where there are student course enrollments of at least one student.

Last updated: 1/9/24

Professional Development

Due to state budget allotments, PCHS has committed considerable resources to support staff in-service programs. To meet professional development plan goals, the school utilizes the following internal and external resources:

- Safety Consultation and Professional Development
- ASCD Professional Services (Trauma-Informed Schools, Staff Self-care)
- Socioemotional Learning and Mindfulness
- Joe Feldman, Crescendo Education Group (Grading for Equity)
- Dr. Delgado-Noguera (Ethnic Studies Curriculum Consultant)
- Dr. Orosco (Cal State LA- Math Culturally Relevant Curriculum)
- Museum of Tolerance (Diversity and Inclusion)
- Jonathan Cristall's Digital Safety & Relationship (Assemblies for both parents and students) · Restorative Circles (Restorative Justice)
- Classroom Behavior Management Tool Box
- Professional Conferences · Peer Coaching Mentoring
- Professional Learning Communities · In-School Workshops

The Academic Achievement Team will be utilized extensively to provide training in the use of instructional technology. This is consistent with ISTE standards that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning.

2023-2024 Professional Development Topics that are aligned to school goals and LCAP action plans:

- School Safety: Schoology Safety Course Materials
- School Equity (Areas: Behavior Expectations Consequences, Academic Opportunity and Support, Mental Health and Well-being, Co-curricular and Extra Curricular Activities)
- Cultural Proficiency (Equity Task Force/Equity Action Plans)
 - Instructional Best Practices
 - Social Emotional Learning/Mental Health Guidelines
- Professional Development/Planning core content (Science, Social Studies,

Mathematics, ELA, ELD)

- Educational Technology
- Cognitive Coaching
- Data Analysis: Assessments
- Instructional Technology, Technology Use
- Classroom Behavior Management
- Teacher Induction Mentoring Program
- Professional Learning Communities
- Specific Subject Area Training
- Differentiated Instruction/Response to Intervention (RTI)
- Integrated Co-taught Classes (ICT)
- ELD training (English Language Learner Supports, SDAIE strategies)
- Special Education Training (across departments)
- Ethnic Studies instructional training
- Advanced Placement Course Training
- PCHS Evaluation Process

Identification of Professional Development Activities

Each year PCHS Administration and PCHS Board of Trustees identify goals that reflect the specific needs of the school community. Annually, these goals have been communicated to the staff and community. The AA Team reviews the annual goals and collaborates with the Administration, the Ed Tech team and department chairs to create PD activities that are relevant and job-embedded to staff.

Academic Achievement Team

Motivated by providing opportunities for teachers to experience instructional leadership and by the belief that job-embedded training is the best model for instructional growth, The Academic Achievement Team was created in 2013 to support teachers and to lead professional development (PD) with part-time Instructional Coaches and Coordinators who are still teaching in the classroom. PCHS has transitioned into a three-tier PD plan to both personalize and connect staff learning. Each faculty member receives a professional development organizer that allows an individual teacher to reflect on the school-wide goal, Professional Learning Community (PLC) goals, and individual goals, which the Academic Achievement Team and the Administrative Team support. PCHS meets the individual needs/goals of the teacher by funding teachers to attend Conferences and/or providing workshops and coaching on-site. PCHS supports PLC goals/needs by facilitating release time for PLC PD where PLC members are pulled out to work and learn together. The PLC Coordinator and members of the Academic Achievement Team work with each PLC or department to tailor the PD time to meet their goals. PLCs document their goals, reflection, and student intervention through digital PLC Notebooks each semester.

School-wide PD days align with school goals, such as implementing state standards and frameworks and Human Relations (Culture, Climate, Community, Cultural Relevance, and Schoolwide Equity).

The measurable effect PCHS professional development has had on student learning is demonstrated by PLC courses that are more aligned, particularly in terms of pacing, grading, curriculum, common assessments, common performance tasks, and common activities/scaffolding.

Currently, PCHS is providing school-wide training days and more educational technology training. Many Academic Achievement Team members have attended Cognitive Coaching and Adaptive Schools

training to facilitate their support of staff and students. The professional development focus on teachers increasing technical skills and integration of these technical skills into their classrooms will directly impact students meeting and exceeding the adopted ISTE standards.

Professional Development Plan

The Professional Development Plan provided by the school must align with the school and/or departmental goals with the ultimate goal of increasing the capacity of faculty members to enable and assist all students to higher academic achievement. These professional development opportunities can be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use, and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Curriculum

- Social Studies Curriculum, Frameworks Grade 9-12
- Social Emotional Learning
- Cultural Proficiency
- Science Curriculum, Grade 9-12
- STEM Curriculum, Grade 9-12
- Summer Reading Suggested Activities for all students
- Literacy and Language Development
- Development of Curriculum Renewal Plan
- CA NGSS Learning Standards, 9-12
- Environment/Global Sustainability, 9-12
- CTE Pathways
- Ethnic Studies/Social Justice
- Diversification of the Narrative (English to all departments)

Instruction

- English Language Arts, 9-12
 - o Literacy Skills
 - o Text Dependent Questions
 - o IAB Analytics and Instructional Response (TOMS)
 - o Research Methodology
 - o Literary Analysis
 - o Argumentative Writing Instructional Supports
- Mathematics
 - o Curtis Center Training (Common Assessments, Activities, Conference)
<https://curtiscenter.math.ucla.edu/conferences/>
 - o Dr. Orosco, Culturally Relevant Math Curriculum
 - o Newly adopted state frameworks
 - o Grading for Equity
 - o National Council of Teachers of Mathematics Conference
 - o California Mathematics Council South <http://www.cmc-south.org/2021-conference.html>
- Science
 - o NSTA/CTA (National/California Science Teachers Association) conferences and/or NCTM (National Council of Teachers of Mathematics)
 - o National Endowment for Humanities Conference
 - o DEI Training. Stir Fry Seminars <https://stirfryseminars.com/> who work with educators specifically regarding DEI. The founder was featured on Oprah for his work and his documentaries on diversity. He was a SPED teacher for many years.
 - o STEM and Utilization of Science Technology
 - o Continued planning and implementation of NGSS Standards
 - o Global/Environmental Sustainability Content
 - o CCSA Conference

- o Mindfulness Training
- Social Science
 - o Review of Social Science Standards and Frameworks
 - o Ethnic Studies Curriculum
 - o AP African American Studies Training
 - o The History Project (UC) Conference
 - o [Stanford History Education Group](#) (SHEG) Institute
- ELD Methods and Strategies
 - o CA/LACOE/LAUSD ELD Assessment and Reporting training
 - o CABE conferences
 - o PLC training: "Inside the USA" curricular planning
- World Language
 - o ACTFL Conferences
 - o Training for proficiency-based instruction and grading
 - o Training on CI methods, such as TPRS and TPR
- VAPA and Technology Education
 - o CTE training
 - o VAPA program observations at other schools
 - o Competitions and Conferences
 - o Mathematics/Computer connections
 - o Ed Tech training/ Stage Technology
 - o Feeder school articulation

Social/Emotional Learning

- High School, Growth Mindsets
- Character Development
- Restorative Justice Practices
- PBIS
- Council
- Mindfulness

Technology

- Schoology/Infinite Campus Google Drive Organization and Google Drive organization and integration
- Smart Board training
- 1 to 1 Device management and classroom security
- EdTech subscription tool training
- Assessment Training: Near Pod, AMP, Albert i.o. or PowerSchool
- Digital Research units in Math, Science, and English

Overview of Professional Development Opportunities

The professional development available to staff is generally clustered in the following areas:

- Implementation of the Learning Standards in Math, English Language Arts, Science and Social Studies

- Implementation of statewide assessments, IABs and Common Assessments
- Integration of Technology
 - Data Analysis
 - Integration of reading and writing into all content areas
 - Alignment of curriculum to state standards and frameworks and sequenced grade levels
 - Social Emotional Learning/Restorative Practices
 - Cultural Proficiency
 - Visual and Performing Arts

The following professional development activities will be available to 9-12 staff during the 2023-2024 school year:

In-Service PCHS Sponsored Workshops/Training

The Academic Achievement Office offers a variety of in-service workshops, seminars, and programs to faculty, support staff members, and others in the educational community. Workshops are designed to enhance and sharpen instructional skills and classroom practices, build knowledge, and improve student academic performance. Workshops are offered in period 0, period 7, after school, and during the summer.

New Teacher Orientation Program

The New Teacher Orientation program has been designed to support our new teachers during their two years at PCHS. The program requires new teachers to meet with their mentors every month to discuss and train on a host of topics. The monthly dialogue addresses

specific instructional areas and/or topics that are essential to ensuring the success of the untenured teacher.

Faculty Meetings

The monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: data analysis, school-wide testing, school-wide events, curriculum initiatives and programs, school goals, and professional development opportunities.

Course Alike Meetings/PLCs

The weekly/monthly grade-level meetings focus on the following topics: data analysis, alignment of curriculum with CA Standards, ISTE Standards, CA Framework, integration of technology, integration of school goals, utilizing data to improve instruction, implementation of new programs, school procedures, testing and items related to school initiatives. The administrator collaborating with the course alike teachers will be responsible for supporting PLC leaders. PLC leaders will set the agenda and organize work done to complete the PLC notebooks/portfolios.

Department Meetings

The monthly department meetings focus on the following topics: departmental goals, alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing and items related to school district initiatives. The department chair charge will be responsible for developing the agenda in collaboration with the department administrator.

Sexual Harassment and Mental Health/Suicide Prevention, and Diversity, Equity and Inclusion

All 9-12 staff members participate in Sexual Harassment, Bullying, Safety, Mental Health/Suicide Prevention, and Diversity Training.

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	10	10

Last updated: 1/17/24

Coversheet

2023-24 Budget vs Actuals

Section: IX. Finance
Item: A. 2023-24 Budget vs Actuals
Purpose: FYI
Submitted by:
Related Material: 2023-24 Budget vs Actuals Update - Feb Board Meeting.pdf

2023-24 BUDGET UPDATE

BUDGET VS ACTUALS (ACTUAL EXPENDITURES THROUGH 12/31/23)

2023-24 Budget vs Actuals

The 2023-24 Budget vs Actuals worksheet shows the (1) adopted budget, (2) revised budget and (3) actual expenditures through December 31, 2023.

This is the **SAME** report as last month. We have not closed the books for the month of January (we do not close out January financials until mid-Feb). Without having the month of January closed, the recent expenditures have not yet posted.

Next month, we will present the Second Interim Financial Report, which covers the period of July 1, 2023 through January 31, 2024.

Palisades Charter High School - 2022-2023 First Interim Report, Adopted Budget, Revised Budget Actuals as of 12/31/22

ADA	2797	2022-2023 Adopted Budget, Board Approved June 2022			2022-2023 Revised Projections, 9/10/22			2022-2023	2022-2023 First Interim Projections, 10/31/2022			2022-2023	% of Budget Received/ Spent	Comments	
		Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date 10/31/2022	Unrestricted	Restricted	Total			Actuals to Date 12/31/22
A. Revenues															
														\$	11,641.00
	8011	15,555,226		15,555,226	13,344,715		13,344,715	3,736,518	15,711,395		15,711,395	6,138,566	39%	using ADA rate of 2797 (based on mo 3 projections, enrollment at 3008 and a 93% attendance rate) - per LCFF calc 11-22-22	
	8012	8,577,654		8,577,654	9,076,890		9,076,890	2,236,528	9,002,858		9,002,858	4,473,056	50%	using ADA rate of 2797 (based on mo 3 projections, enrollment at 3008 and a 93% attendance rate) - per LCFF calc 11-22-22	
	8019			-			-				-				
	8096	8,695,667		8,695,667	11,305,680		11,305,680	2,993,573	8,860,476		8,860,476	4,402,313	50%	\$3,167.85/ADA - per LAUSD	
		32,828,547	-	32,828,547	33,727,285		33,727,285	8,966,619	33,574,729	-	33,574,729	15,013,935	45%	Includes revised LCFF calculator with Governor's COLA and a reduced ADA estimate of 2,797	
Total, LCFF/Revenue Limit Resources															
Federal Revenues															
	8181		802,782	802,782		734,667	734,667	231,162		684,202	684,202	339,944	50%	\$244.62/ADA per LAUSD SELPA (06/22) - DOWN from \$267.30/ADA in 2021-22 (lower because of ADA estimate)	
	8220		475,000	475,000		475,000	475,000	-		50,585	50,585	82,276	163%		
				-			-				-				
	8290		300,583	300,583		270,695	270,695	-		270,695	270,695	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22	
	8290		59,695	59,695		55,335	55,335	-		55,335	55,335	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22	
	8290		4,112	4,112		4,112	4,112	-		4,112	4,112	-	0%		
	8290			-			-				-				
	8290		23,175	23,175		21,316	21,316	-		21,316	21,316	-	0%	prelim amount per cde 8/1/22 - no update as of 11/22	
	8290		37,634	37,634		37,634	37,634	-		37,634	37,634	-	0%		
	8290		10,000	10,000		10,000	10,000	-		10,000	10,000	-	0%		
	8220			-			-				-				
	8290			-			-				-				
	8290			-			-				-				
	8290			-			-				-				
	8290		947,833	947,833		947,833	947,833	221,454		947,833	947,833	221,454	23%	recognizing total allocation	
	8290									442,781				recognizing total allocation	
	8290							75,605		302,419		75,605		recognizing total allocation	
	8290							17,352		69,408		17,352		recognizing total allocation	
	8290							49,286		197,142		49,286		recognizing total allocation	
	8290							84,960		339,839		84,960		recognizing total allocation	
	8290							1,368		1,368		1,368			
	8290			-			-				-				
	8290			-			-				-				
		-	2,660,815	2,660,815		2,556,592	681,187	-	3,434,669	3,434,669	872,245	25%			
Other State Revenues															
	8520		36,890	36,890		36,890	36,890	-		479,464	479,464	195,371	41%	higher reimbursement due to free meals	
	8550	143,764		143,764	143,764		143,764		142,591		142,591	141,692	99%	\$50.98/ADA	
	8560	459,660		459,660	479,400		479,400	15,492	475,490		475,490	236,479	50%	higher per ADA rate (\$170.00/ADA)	
	8560		183,300	183,300		188,940	188,940	20,149		187,399	187,399	30,092	16%	higher per ADA rate (\$67.00/ADA)	
	8590		270,374	270,374	10,000	270,374	270,374	316,321		316,321	316,321	316,321	100%	includes carryover from 21/22 FY	
	8590	10,000		10,000		10,000	10,000			10,000	10,000	2,524	25%		
	8590			-			-	483,340		483,340	483,340	483,340	100%	Per CDE 8/19/21- \$915,651 allocation, spent \$368K in 20/21	
	8590			-			-	106,295						first allocation received in 20/21, part of beginning balance	
	8590		645,524	645,524		645,524	645,524	140,502		140,502	140,502	140,502	100%	Expanding A-G courses, part of restricted beginning balance	
	8590							20,879		20,879	20,879	20,879	100%	Expanding A-G courses, part of restricted beginning balance	
	8590													part of restricted beginning balance	
	8590													Initial \$405k was received in Dec 2021 and lives in the beginning balance. Revenue to recognize as expenses are spent	
	8590		375,181	375,181		375,181	375,181		106,295	106,295	106,295	106,295	100%		

Coversheet

2023-24 LCAP Mid-Year Update

Section: IX. Finance
Item: B. 2023-24 LCAP Mid-Year Update
Purpose: Vote
Submitted by:
Related Material: 2023-24 LCAP Mid-Year Update_FINAL.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

**CHIEF BUSINESS OFFICER
COVER SHEET FOR AGENDA ITEMS
February 20, 2024**

TOPIC/ AGENDA ITEM:

IX. FINANCE

B. 2023-2024 Local Control & Accountability Plan (LCAP) Mid-Year Update

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO/Finance, Administrative team, Long Term Strategic Planning (LTSP) Committee and Budget & Finance Committee

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the proposed 2023-2024 LCAP mid-year update.

Beginning in 2024, school districts and charter schools are required to present a Mid-Year Update on the annual update to the LCAP and the Local Control Funding Formula (LCFF) Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the district. There is no requirement to submit this to the CDE. The CDE also did not provide a template.

The proposed 2023-2024 LCAP goals, actions and expenditures were developed with educational partner feedback at the Long-Term Strategic Planning committee (LTSP) and properly vetted through the Budget & Finance committee. This is just the mid-year update. As of mid-year (12/31/2023), PCHS has expensed 44% of its adopted budget/LCAP.

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

The action requested of the Board today will ensure compliance with this CDE requirement.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2023-2024 LCAP mid-year update.

RECOMMENDED MOTION:

“To approve the 2023-2024 LCAP mid-year update.”

Juan Pablo Herrera
Chief Business Officer

Local Control and Accountability Plan – **Mid-year Update**

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 (**Mid-year Update**)

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.

The link to the 2023-2024 PCHS LCAP can be found [here](#).

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.

Mid-Year Update:

An academic mid-year update was presented at the January 2024 Board of Trustees Meeting: Materials can be found [here](#).

The mid-year update on goals, action items and expenditures are below.

	2023-24 Adopted LCAP /Budget June 2023	2023-24 MID-YEAR UPDATE 12/31/2023	Mid-Year Update vs Adopted LCAP / Budget
REVENUE			
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)
Total Revenues	43,678,477	46,386,461	2,707,984

Goals and Actions

Goal 1

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	Mid-Year Update	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.	Currently, 100% of teachers are 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	Currently on track to exceed this metric/goal.	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	Currently on track to exceed this metric/goal.	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.	In-progress. Most recent progress report data indicates PCHS will exceed this goal.	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	In-progress.	30% of pupils exceed college readiness standards as measured by ELA & Math assessment programs

Actions

Action #	Title	Description	Total Funds Budgeted	Mid-year Update Expenses
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1	Expanding Intervention Services	Continued implementation of an Academic Coordination of Success Team (ACOST) to offer academic support, intervention, and monitoring for struggling students	\$200,000.00	\$92,000
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	\$108,000
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	\$0.00
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	\$0.00
5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	Implement "Grading for Equity" pilot in PLC's and departments.	\$0.00	\$0.00
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	\$11,572,626
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	\$170,631
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	\$0.00
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	\$42,000

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	\$0.00
		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	\$0.00
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	\$0.00
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	\$482,400
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	\$0.00
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)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in English and Math classes.	\$0.00	\$0.00

Goal 2

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	Mid-Year Update	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	Goal/metric is in progress. Most recent progress report indicates that PCHS will meet/exceed this metric.	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	Goal/metric is in progress. Most recent progress report indicates that PCHS will meet/exceed this metric.	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	Goal/metric is in progress. Most recent progress report indicates that PCHS will meet/exceed this metric.	70%
Maintain graduation rate above 96%	97% graduation rate.	97% graduation rate.	97% graduation rate.	Goal/metric is in progress.	97%

Actions

Action #	Title	Description	Total Funds Budgeted	Mid-Year Update Expenses
1	College Center Support		\$285,000.00	\$136,800
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	\$60,720
3	Career Technical Education Program Support	Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers	\$808,008.00	\$371,683
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	\$178,000
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	\$321,445
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	\$0.00
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	\$0.00
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, Fuerza Unida and other programs that lead to more students taking and completing A-G requirements.	\$0.00	\$0.00

Goal 3

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	Mid-Year Update	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.	On track to meet this target. Current suspension rate is 2%. Current expulsion rate is 0%.	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	Month 1-5 ADA is 94.4% The goal is in-progress. Historically, PCHS ADA dips in second semester so we will continue with attendance and absenteeism outreach. Although the ADA metric appears to be on-track, it is important to note that enrollment is below our initial projection.	96% ADA
Maintain chronic absenteeism under 2%.	2% chronic absenteeism rate.	21.63% chronic absenteeism rate.	13% chronic absenteeism rate.	PCHS is not on track to meet this target. Current chronic absenteeism rate for Month 1-5 is 21.16%.	>2% chronic absenteeism rate.

Maintain high school dropout rate below 1%	>1% dropout rate.	0.9% dropout rate.	0.9% dropout rate.	On track to meet this target. Current rate is <1% (0.03%).	>1% dropout rate.
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Actions

Action #	Title	Description	Total Funds Budgeted	Mid-Year Expenses
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	\$0.00
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	\$170,000
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	\$460,128
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	\$0.00
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	\$254,400
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	\$132,510
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	\$0.00

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	\$0.00
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Goal 4

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	Mid-Year Update	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	Metric has been met. PCHS achieved 100% 1:1 student devices in August 2023.	100% adoption of 1:1 device
Audio/Visual Enhancements: 50% classroom adoption of smartboards	0%	28%	28.5%	Metric not on track.	50% classroom adoption of smartboard displays

Actions

Action #	Title	Description	Total Funds Budgeted	Mid-year Expenses
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	\$450,321
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	\$616,660
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	\$919,769

LCFF Budget Overview for Parents

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

CDS Code: 1995836

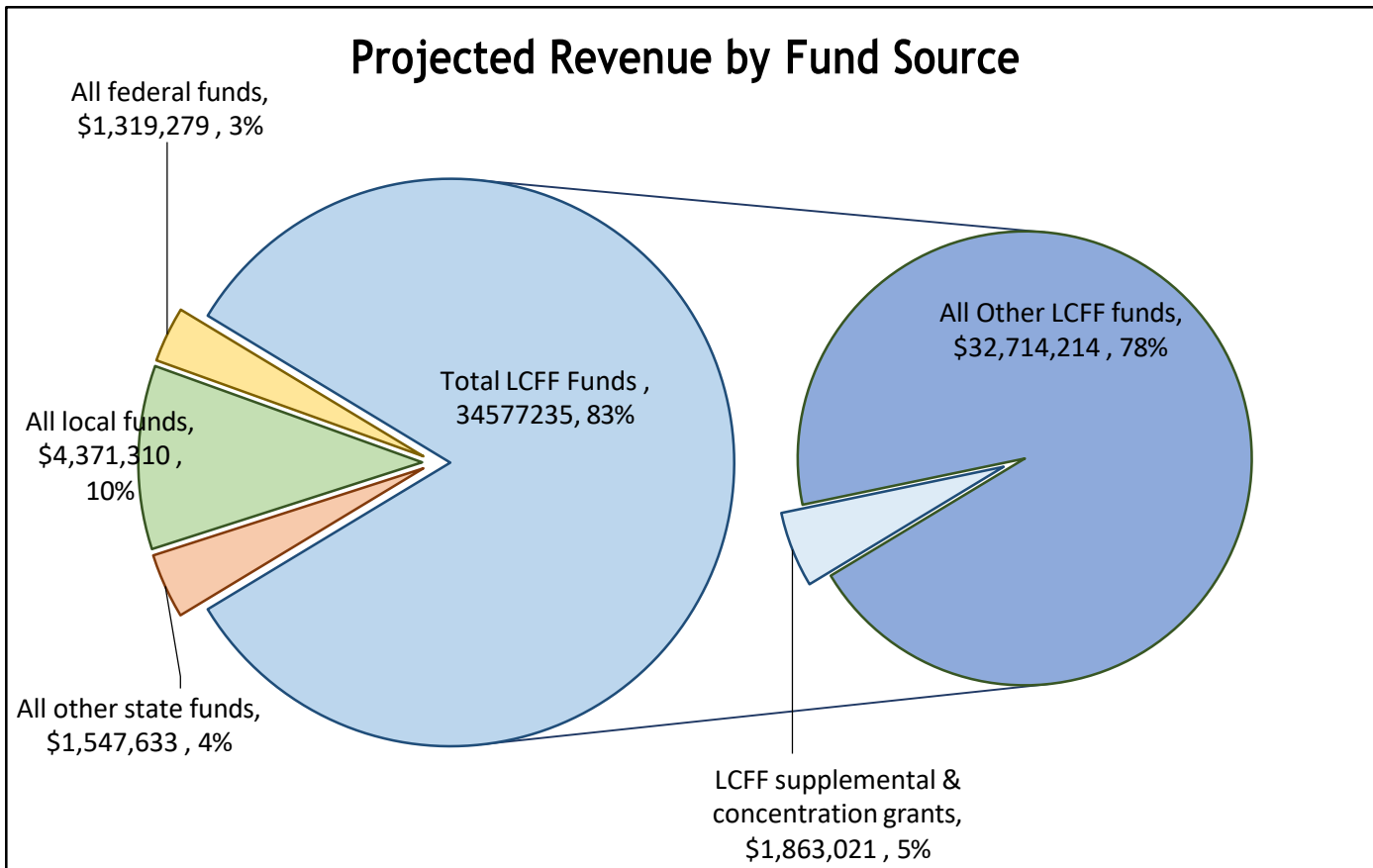
School Year: 2023-2024

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

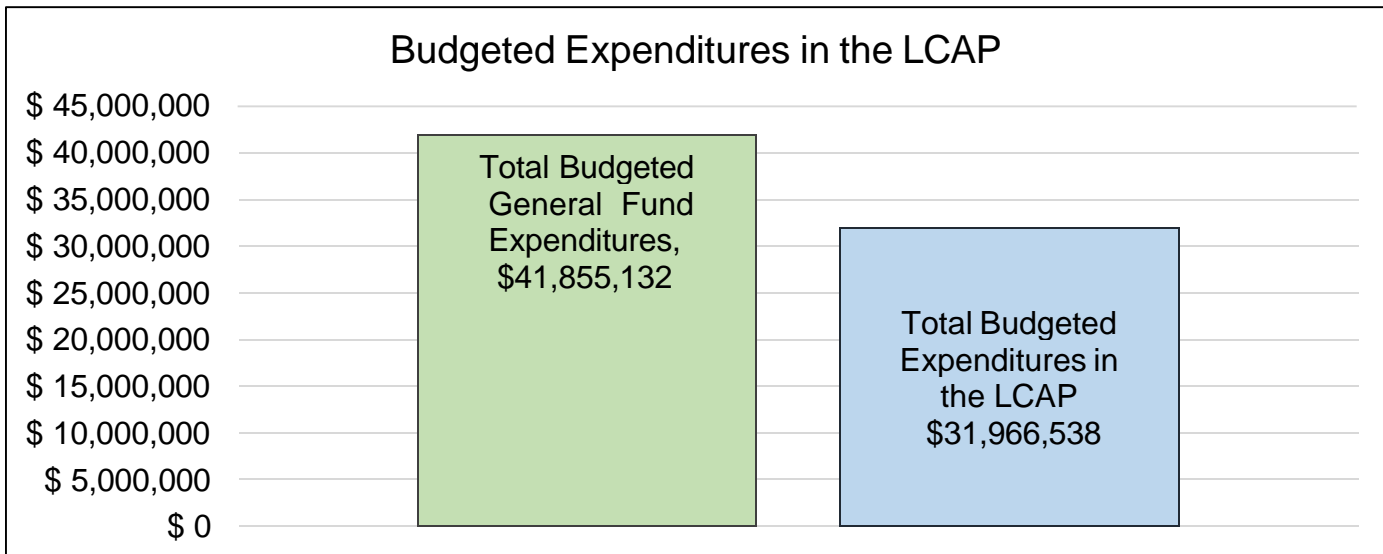


This chart shows the total general purpose revenue Palisades Charter High School expects to receive in the coming year from all sources.

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:

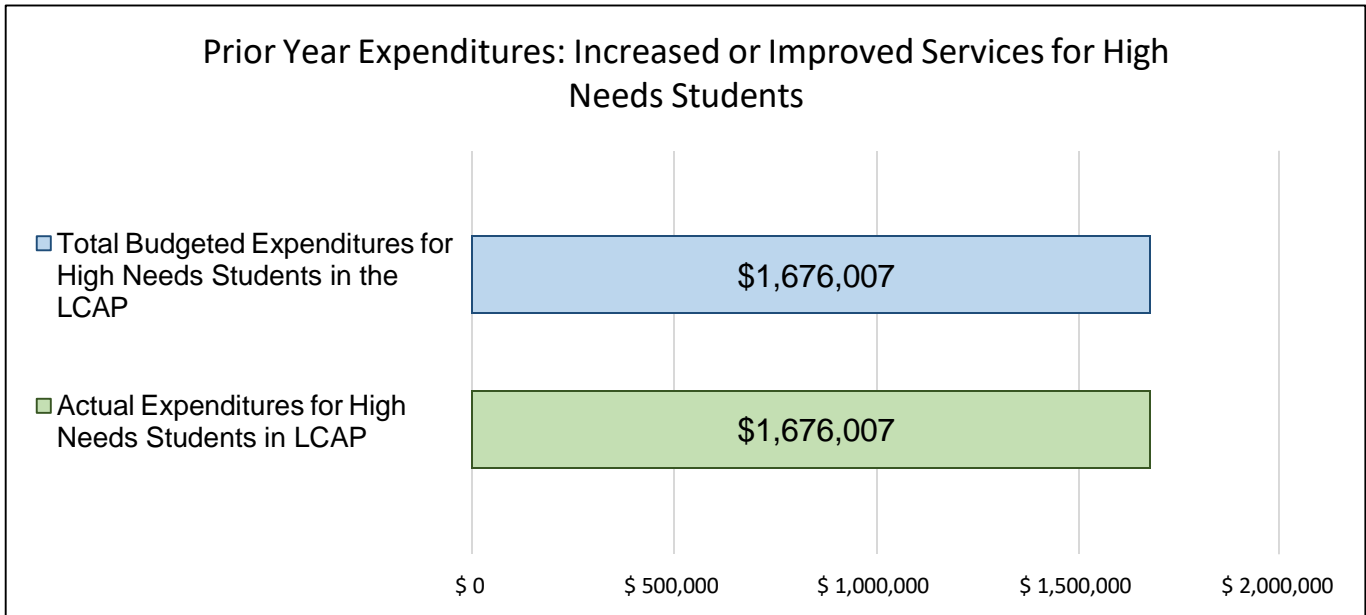
General fund budget expenditures not included in LCAP plan are expenses such as classified office staff, administrative salaries, & asset depreciation -- all groups who help implement plans listed in the LCAP.

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.

Coversheet

Special Education Teacher Mod/Severe New-Hire Incentive

Section: IX. Finance
Item: C. Special Education Teacher Mod/Severe New-Hire Incentive
Purpose: Vote
Submitted by:
Related Material: Board Motion - ModSevere Employment Incentive 02_20_2024.pdf



PALISADES

CHARTER HIGH SCHOOL

DIRECTOR OF HUMAN RESOURCES

COVER SHEET FOR **EDUCATIONAL SPECIALIST INSTRUCTION: EXTENSIVE SUPPORT NEEDS**

February 20, 2024

TOPIC/ AGENDA ITEM:

To attract and retain a high quality educator for our students with special needs, PCHS administration recommends approval of a signing/retention incentive for a new employee holding an Education Specialist Instruction: Extensive Support Needs (ESN) or equivalent credential. The \$15,000 stipend would be distributed through the first three years of successful employment.

PERSONNEL INVOLVED:

Education Specialist Instruction: Extensive Support Needs (ESN)

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

It is expected that the fiscal impact of the stipend would be positive, as the cost of filling the vacant position through agencies has been significantly higher over the past several years than what would have been paid in salary/benefits to a PCHS employee.

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

A full-time Educational Specialist at PCHS will support our students with extensive needs to make positive contributions to the global community by supporting the educational progress, civic responsibility, and personal growth of these students.

OPTIONS OR SOLUTIONS:

Offering an employment/retention incentive.

DIRECTOR OF HUMAN RESOURCES' RECOMMENDATION:

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

RECOMMENDED MOTION:

“To approve a \$15,000 employment/retention stipend for a new employee holding the Education Specialist Instruction: Extensive Support Needs (ESN) or equivalent credential.

Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Policies & Procedures Update

Section: IX. Finance
Item: D. Policies & Procedures Update
Purpose: FYI
Submitted by:
Related Material: PCHS Policies & Procedures Update.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Finance
Board of Trustees Meeting
February 20, 2024

POLICIES & PROCEDURE

- PCHS is working on revising, updating and publishing new policies and procedures.
- This includes administrative procedures, fiscal procedures, schoolwide procedures, etc.
- The purpose of this is to reduce risk and establish a greater awareness for current policies & procedures.
- The Executive Director/Principal, Director of Human Resources and the Chief Business Officer are reviewing an extensive list of current/proposed policies and procedures.
- The plan is to share these with the Risk Management committee, then present them at the March Board of Trustees meeting.
- Moving forward, these would be evaluated on an annual basis.

Coversheet

School Organized Conferences/Trips

Section: X. Consent Agenda: Finance Items
Item: A. School Organized Conferences/Trips
Purpose: Vote
Submitted by:
Related Material: School Organized Trip Request 02_20_2024.pdf

Palisades Charter High School
REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination New York City Are admission fees charged? Yes _____ No

2. Dates of Trips 3/29, 3/30, 3/31, 4/1, 4/2, 4/3 3. Number of Students 44 Number of adults 4

4. Name and employee number of employee who will go on trip: Allison Cheng, Mageyle Nance, Semone Leifer

5. Substitute required? Yes No _____ How Many? 2 Source of funds _____

6. Time schedule required by school: Leave School Mar. 29, 2024 Arrive destination Mar. 29, 2024
 Leave destination Apr. 3, 2024 Return school 4/4/23

7. Duration of trip: Less than one day _____ One day _____ Overnight (If overnight, how many days?) 5

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 perform at Carnegie Hall and a masterclass at Boulevard Carroll Music Studios

10. Source of funds for trip Choir ASB, Donations

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 *M. Cooney* Date: 1/18/24

Board of Trustees* _____ Date: _____

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