



Palisades Charter High School

Board Meeting

Date and Time

Tuesday April 16, 2024 at 5:00 PM PDT

Location

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A.	Call the Meeting to Order	Sara Margiotta	
B.	Record Attendance and Guests		2 m
C.	Public Comment		30 m
<p><i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i></p> <p>Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>			
D.	Approve Minutes	Approve Minutes Sara Margiotta	2 m
Approve minutes for Board Meeting on March 19, 2024			
E.	Approve Minutes	Approve Minutes Sara Margiotta	2 m
Approve minutes for Special Board Meeting on March 19, 2024			

	Purpose	Presenter	Time
II. Organizational Reports			5:36 PM
A. Student Report	FYI	Rustin Kharrazi	3 m
B. Parent Report	FYI	Melissa Schilling, Saken Sherkhanov, Kristina Irwin	3 m
C. Represented Classified Staff Report	FYI	Andrew Paris	3 m
D. Unrepresented Classified Staff Report	FYI	Karen Ellis	3 m
E. Faculty Report	FYI	Maggie Nance, David Pickard, Tyler Farrell	3 m
F. Human Resources Director (HR) Report	FYI	Dr. Martha Monahan	5 m
G. Director of Operations Report Report Stands as Submitted	FYI	Dr. Pam Magee	3 m
H. Admin. Safety and Security Team	FYI	Brooke King	3 m
I. Director of Development Report There is nothing to report at this time.	FYI	Juan Pablo Herrera	3 m
J. Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	3 m
K. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
III. Board Committees (Stakeholder Board Level Committees)			6:13 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 "To approve the Board of Trustees Election Results."	Vote	David Pickard IV	5 m
IV. Board Committees (Board Members Only)			6:28 PM
A. Board Members Only- Committee Updates	FYI	Various	5 m

- Audit Committee
- Grade Appeal Committee
- Risk Management
- Survey Committee

	Purpose	Presenter	Time
V. Academic Excellence			6:33 PM
A. PCHS Revised Attendance Policy	FYI	Academic Administrators	5 m
VI. Finance			6:38 PM
A. 2023-24 Budget vs Actuals	FYI	Juan Pablo Herrera	5 m
B. RFP No 2023-24-1 Custodial Services Contract	Vote	Juan Pablo Herrera	5 m
"To approve Khol Building Maintenance as the Custodial Service provider for 2024-2025. The maintenance agreement will be in accordance with the terms presented in the RFP bid"			
C. RFP No 2023-24-2 Safety & Security Services Contract	Vote	Juan Pablo Herrera	5 m
"To approve St. Moritz Security as the security services provider for 2024-2025. The agreement will be in accordance with the terms presented in the RFP bid."			
D. RFP No 2023-24-3 Transportation Services Contract	Vote	Juan Pablo Herrera	5 m
"To approve American Transportation System (ATS) as the transportation services provider for 2024-25. The contract will be in accordance with the terms in the RFP bid."			
E. 2024-25 MOU for LAUSD School Police Services	Vote	Juan Pablo Herrera	5 m
"To approve the 2024-2025 MOU for LAUSD school police services in the amount \$183,936."			
F. PCHS Retirement Healthcare Benefits Trust Agreement	Vote	Juan Pablo Herrera	5 m
"To approve the PCHS Retirement Healthcare Benefits Trust and establish an irrevocable trust."			
G. Lab/Classroom Modernization Proposal	Vote	Juan Pablo Herrera	5 m

	Purpose	Presenter	Time
"To approve the Lab/Classroom Modernization Proposal."			
VII. Governance			7:13 PM
A. 2024-2025 Board Meeting Calendar	Vote	Sara Margiotta	5 m
"To approve the 2024_2025 Board Meeting Calendar."			
VIII. Consent Agenda: Finance Items			7:18 PM
A. School Organized Conferences/Trips	Vote	Sara Margiotta	5 m
<ul style="list-style-type: none"> • April 7 - April 10 Link Crew Training, Phoenix, AZ Attendee: Tyler Farrell • July 24 - July 27 AP Annual Conference, Las Vegas, NV Attendees: Alex Landaverde and Karen Ellis 			
IX. New Business / Announcements			7:23 PM
A. Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> • Date of the next regular Board Meeting: Tuesday, May 14, 2024 at 5:00pm 			
B. Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
X. Closed Session			7:25 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

	Purpose	Presenter	Time
• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9			

XI. Open Session 7:40 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

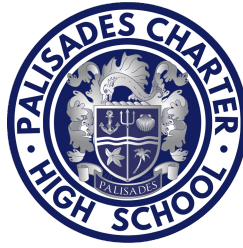
XII. Closing Items 7:42 PM

A. Adjourn Meeting	FYI	Sara Margiotta	1 m
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Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on March 19, 2024



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday March 19, 2024 at 5:00 PM

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Trustees Present

Andrew Paris, David Pickard IV, Karen Ellis, Maggie Nance, Rustin Kharrazi, Saken Sherkhanov, Sara Margiotta, Tyler Farrell

Trustees Absent

Kiumars Arzani, Kristina Irwin, Melissa Schilling, Robert Rene

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Jeff Roepel, Martha Monahan

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 19, 2024 at 6:06 PM.

B. Record Attendance and Guests

C. Public Comment

ANONYMOUS: It is verified fact that a student had links to extremist terrorist groups on his TikTok page as recently as this summer when a Pali parent became aware, screenshot it and brought it to the schools attention. Pali did nothing about this issue. WHAT MEASURES CAN BE TAKEN TO ENSURE THAT ACTS OF VIOLENCE AND TERRORISM CANNOT BE ENACTED AT YHE SCHOOL? Is there a policy to address this type of dangerous proliferation of hate and violence?

Faculty Member: I would like to speak on behalf of the teachers, the majority of whom voted to approve ending fall semester on December 20th. We have discussed this as a faculty and decided that it is the best interest of instruction to have the traditional three weeks after Thanksgiving to finish out the semester. After a week off it would be too disruptive to learning to go right into quiet week and then have finals. There is a reason why we are separate from LAUSD. They sometimes make bad decisions. We need to do wha's best for our students not what is best for alignment with Paul Revere's calendar.

Emily Loughran: In an era when school shootings have become a sad fact of life why does Pali refuse to do random back pack searches or make selective use of metal

detecting wands— reasonable measures that I believe would make students and parents feel safer?

Anonymous: As a proud pali high parent I would like to submit a concern over the safety of pali high students and staff from violent, threatening and mentally unhinged children coming to school.

I appreciate our beautiful campus and the wonderful atmosphere that appears to circulate the school.

However last year and again this year we have children on campus who are known to be violent in and out of school, last year the freshman was removed after being expelled from a private school and coming to Pali to commit the same offenses. This year we have another freshman who appears to be a “known” offender free to walk in and around the school.

Please can you make your safety policies known to the school body, it is not clear to me as a parent what your policies are.

With appreciation and gratitude for all that you do.

Anonymous: As a member of a parents what's app group at the school I have noticed a lot of conversations about children taking classes online outside of school due to the absence of teachers, teachers not able to address all students needs in class or the teacher not being challenging enough. Our student is currently taking a science class outside of Pali. I thought we were in a minority but it seems otherwise. Is this an issue being looked into by the school?

ANONYMOUS: Reports from multiple students state that bullying of fellow classmates and teachers continues because the security guards are friends with the popular kids who get sent out. "Bad (behavior) kids fist bump with security guards and just hang out and talk with them instead of being brought to the dean's office." Students feel bad for the teachers who are repeatedly harassed by students who do not actually suffer consequences. Students are bullied to let others cheat off of them, share homework. It is difficult for students to learn in these environments.

Anonymous: Apparently a student has been expelled from the school. This is a positive first step to weed out the violence that has been happening both on campus and in the neighborhood. What is the school prepared to do to make sure that this group does not continue to terrorize the kids and elderly that have been affected. Some of the kids are still enrolled at Pali High. They have continued to beat up kids and elderly because there have been zero consequences. As a parent on the forefront of the school we need your help to put an end to this before it turns tragic. The school has been made aware and so

has the LAPD about the seriousness of this group and the weapons they carry and the acts of violence committed.

Marge and Bob Gold: We are long residents of the community, having been here since 1977. We are also senior citizens who are 84 and 90. We no longer feel safe going into town during the hours after school is out. We understand that the school both pictures and videos showing the outrageous behavior of juveniles on the streets in our community. How can we be assured that the school is addressing this behavior and taking steps that are appropriate.

Anonymous: Certain students and others in this group have photos of themselves with guns, videos of him beating people up, his instagram was stra8 terrorism, his instagram handle says he aligns with hasassin. All violations of the pp code of conduct . Is the school monitoring? And what are consequences?

Lauren Armisted: It is now clear that you are very aware of this issue. I cannot believe you have kept this child in school. I don't even have a kid that goes to this school and I know people that are victimized. He is terrorizing the community and I really wonder if that the reason this has been pushed under the rug is because it will affect your charter status.

C. Bademer: I want to clarify that there are many of us that have first hand information and now we know that these are not isolated incidents, but that this is some egregious and consistent behavior. My child has not been involved in this at all, but a lot my information comes from LAPD SMPD., photographs and videos, social media and this is just the tip of the iceberg. I asked about random backpack checks and they said there had to be probably cause and it had to come from LAPD. What actions can people take to defend themselves.

Annie Madok: I just want to say as a member of the community I would like to ask Pali to please let us know as community members what we can do to assist in dealing with this problem. Obviously it doesn't just happen within the walls of Pali. Students go out into the community and have witnessed shoplifting myself. What can we do stop help? I have spoken to other schools in the community and I would suggest getting the heads of discipline together so they can be more of a resource for these boys and the community. We have great educators that are not teachers, but are counselors and authors that have offered these services for their families.

Chris Baffa: I say what I'm going to say with a very heavy heart. I understand protocol and I understand rules and their need. I also understand that they can sometimes get in the way of doing what is right. You knew what you were coming to today and the response that you have given them is reprehensible. It is not time to throw the handbook at us. This is a new situation that requires new thinking. We need leadership. I have had conversations with the officer and we need leadership now. When can you talk about it?

What meeting can we talk about this and nothing has been addressed. We are all leaving here more frustrated than when we arrived. I want to know what you are going to do.

Leslie Williams: I echo his statement and we are all here because we haven't gotten any information from the school. The school has not given any information in a timely manner. We would feel safer and calmer if we were informed.

Joe Ramirez: I am from the American Legion and I want to say that I know you guys are in a tough spot. It has gotten to a point where frustration is at an all-time high. We are here for assistance and we have recently installed cameras. I was party to the most recent instance and I was surprised that these kids are that bold. I bring this up because you are on notice now and we are doing our best to be polite. I bring this up because if someone gets injured and there is an investigation there will be questions as to what was known.

Chaz Plager: I may have some insight as to what is happening with student violence. This may sound unorthodox, but I believe that a lot of the violence is an indirect result of a lack of space. When you go to the village it feels like an upscale place not meant for students. I think creating places for teens to hang out that are market for teens would reduce this lashing out and give teens a place to be. Also, please do not do random backpack searches. Teens do not respond well to this kind of pressure.

D. Approve Minutes

Karen Ellis made a motion to approve the minutes from Board Meeting on 02-20-24.

Tyler Farrell seconded the motion.

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

Roll Call

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

II. Organizational Reports

A. Student Report

Rustin Kharrazi:

- This is election week and our ASB President is running unopposed. Many others also running.
- This week is Spirit Week, we will also have on after Spring Break.
- Pep Rally on Friday
- Leadership Show coming out on Friday
- Student Survey going out soon

B. Parent Report

Saken Sherkanov:

- There are concerns about the violence in the community.
- There are also concerns about the academic calendar being different than LAUSDs calendar.

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: The report stands as submitted.

F. Human Resources Director (HR) Report

Dr. Martha Monahan:

- I am proud to present to you our new Director of Operations, which you will be voting on later this evening.
- We have also updated the Administrative Director, Academic Achievement job description, which can be found in the board materials.

Sara Margiotta made a motion to approve the Employment Contract for the Director of Operations.

Saken Sherkanov seconded the motion.

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

Roll Call

Robert Rene	Absent
Rustin Kharrazi	Aye
Maggie Nance	Abstain
Tyler Farrell	Abstain
David Pickard IV	Abstain
Saken Sherkanov	Aye
Karen Ellis	Abstain

Roll Call

Kristina Irwin Absent
Kiumars Arzani Absent
Sara Margiotta Aye
Andrew Paris Abstain
Melissa Schilling Absent

Karen Ellis voices support and indicated she would vote yes on this matter.

G. Director of Operations Report

The report stands as submitted.

H. Admin. Safety and Security Team

Brooke King:

- We just received notice that the application we submitted to FEMA for reimbursement of COVID funds has been approved, which is about \$68,000 for the school.
- We have a fire drill tomorrow.
- I also want to talk about the school safety plan and many of the questions from today can be answered in our safety plan.

I. Director of Development Report

The report stands as submitted.

J. Chief Business Officer (CBO) Report

Juan Pablo Herrera: The report stands as submitted.

- The 2nd Interim Financial report will be presented later tonight.
- Thank you to the tech team for helping with the Phone-a-thon, \$9,500 was raised.
- Transportation program for '24-'25 is now open and students can now apply for scholarships. There are some tech difficulties, so we are working on that and will extend the deadline.

K. Executive Director/Principal (EDP) Report

Dr. Pam Magee: The report stands as submitted.

- We have had ongoing meetings with our affinity groups and still have more to go to develop a strategic plan to develop our programs to support students on campus.
- Ethnic Studies is under development and the committee visited El Rancho High School and will meet again in early April.
- We will have more information going out to parents after this meeting regarding school safety and security.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Tyler Farrell: The report stands as submitted.

- Pali Period task force is wrapping up their report and is wondering if there is any specifics that the board wants included for their final version.

B. Budget & Finance Committee Update

Sara Margiotta:

- 2023-24 Second Interim Financial Report
- 2024-25 Food Service Management Company Contract Extension
- 2023-24 Consolidated Application (CARS)

C. Election Committee Update

David Pickard IV:

- Election is happening now, voting closes on Friday (3/22) at 3 p.m.

IV. Academic Excellence

A. Proposed 2024-2025 School Calendar

Tyler Farrell shared the Academic Accountability Committee discussion on the proposed 2024-2025 school calendar.

Saken Sherkhonov: Many parents have issue with the fact that the schedule is different than LAUSD schools.

David Pickard IV made a motion to approve the 2024-2025 school calendar.

Maggie Nance seconded the motion.

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

Roll Call

Maggie Nance	Aye
Sara Margiotta	Aye
Melissa Schilling	Absent
Kiumars Arzani	Absent
Tyler Farrell	Aye
David Pickard IV	Aye
Andrew Paris	Aye
Robert Rene	Absent
Saken Sherkhonov	No
Rustin Kharrazi	Aye
Karen Ellis	Aye
Kristina Irwin	Absent

V. Finance

A. 2023-24 Second Interim Financial Report

Juan Pablo Herrera presented the 2023-24 Second Interim Financial Report, which can be found in the board materials.

Sara Margiotta made a motion to approve the 2023-24 Second Interim Financial Report as submitted.

Maggie Nance seconded the motion.

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

Roll Call

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

B. 2024-25 Food Service Management Company Contract Extension

Juan Pablo Herrera presented the 2024-25 Food Service Management Company Contract Extension, which can be found in the board materials.

Andrew Paris made a motion to approve Agreement # 2023001, Extension #2 - naming Chartwells as the Food Service Management Company (FSMC) for 2024-2025.

Karen Ellis seconded the motion.

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

Roll Call

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

C. 2023-24 Consolidated Application (CARS)

Juan Pablo Herrera presented the 2023-24 Consolidated Application (CARS), which can be found in the board materials.

Sara Margiotta made a motion to approve the 2023-2024 CARS Application.

Karen Ellis seconded the motion.

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

Roll Call

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

D. 2022-23 Actuarial Valuation

Juan Pablo Herrera presented the 2022-23 Actuarial Valuation, which can be found in the board materials.

Sara Margiotta made a motion to approve the 2022-23 Actuarial Valuation as presented.

Andrew Paris seconded the motion.

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

Roll Call

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

E. 2023-24 Audit Engagement Letter

Agenda item tabled until next month.

VI. Consent Agenda: Finance Items

A. School Organized Conferences/Trips

Maggie Nance made a motion to approve the consent agenda as presented.
Andrew Paris seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

VII. New Business / Announcements

A. Announcements / New Business

Date of the next regular Board Meeting: Tuesday, April 16, 2024 at 5:00 p.m.

B. Announce items for closed session, if any.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:44 PM.

Respectfully Submitted,
David Pickard IV

Documents used during the meeting

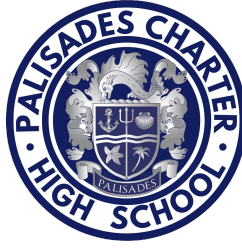
- Faculty Board Report 03_19_2024.pdf
- HR Board Report 03_19_2024.pdf
- Administrative Director Curriculum and Instruction.pdf
- Operations Board Report 03_19_2024.pdf
- CBO Board Report 03_19_2024.pdf
- EDP Board Report 03_19_2024.pdf

- AAC Meeting Minutes 02_29_2024.pdf
- AAC Board Report 03_19_2024.pdf
- Budget Com Meeting Minutes 03_11_2024.pdf
- Election Committee Meeting Minutes 03_13_2024.pdf
- 2024-25 Proposed Calendar.pdf
- 2023-24 Second Interim Report - Workook & SACS.pdf
- FSMC 2024-25 Contract - Board Materials.pdf
- 2023-24 CARS App - Spring Release.pdf
- 2023 ASC 715-60 Report - Palisades Charter High School (draft).pdf
- School Organized Trips.pdf

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 19, 2024



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Tuesday March 19, 2024 at 4:45 PM

Location

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Trustees Absent

Kiumars Arzani, Kristina Irwin, Melissa Schilling, Robert Rene

Ex Officio Members Present

Dr. Pam Magee, Juan Pablo Herrera

Non Voting Members Present

Dr. Pam Magee, Juan Pablo Herrera

Guests Present

Jeff Roepel, Martha Monahan

I. Opening Items

A. Call the Meeting to Order

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 19, 2024 at 4:55 PM.

B. Record Attendance and Guests

C. Public Comment

Leslie Williams: A group of concerned parents are concerned with the safety of students at Pali High have come up with the following questions:

1. How are acts of extreme aggression handled on campus? What actions does the school take? How are fights handled?
2. Can a copy of the no-violence policy and no-bullying policy be distributed to parents?
3. Is there a 3-strike rule for violent behavior?
4. Are teachers supported when dealing with acts of aggression?
5. What behavioral training is available to teachers and students?
6. What are the students' rights in a self-defense situation?
7. Are there see something, say something drop boxes on campus?
8. Is there a consequence if a students sees something and does not say anything?

Kerry Dolon:

9. How do we avoid situations where students are in harm?
10. What is the monitoring policy of violence at school?
11. How does the school assure weapons are not at school?

12. Is there truth to the number of students Pali will not expel because it has an impact on charter renewal?

13. Will Pali bring in a conflict specialist?

C. Bademer: This email was sent on February 16th, 2024 to Pali High and Paul Revere Middle School. I am writing this letter regarding student violence. We have a police report and additional evidence of perpetrators. In October of 2023 Santa Monica Police Department and LAPD attending a search confiscated weapons at a Pali students home and he was put on a juvenile arrest program. Many families are terrified to go on record as their students have received death threats if they come forward publicly. This is an ongoing systemic issue that the school must address immediately. There are many families that are willing to help and we have a lot of evidence. I don't want to be the one to say "I told you so" when this explodes to another level of violence. My priority is to protect my family and I do not give permission for any identifying features of this conversation to be shared with anyone other than appropriate authorities.

Vivianne Nacif: Do what you will with this information, but as this predatory behavior has escalated, do not come to the community after an inevitable tragedy. I am assuming we are on the same side here, but quite frankly this is pissing me and the community off.

Chris De La Rosa: I am here from SaMo High School and I have heard a lot of these acts. I feel bad for the families, victims, and community. I am from a family of educators and we have to ask ourselves what is our job as educators? We are robbing the kids of opportunities and these are children at the end of the day because of inaction. It is really sad to see all of the things happening to students and the community because of a blind eye. This could lead to something tragic and we cannot wait for something tragic to happen. We need to hold them accountable for their actions and they will grow up learning all the wrong lessons.

Lauren Armistad: I want to say that I believe you have not taken action because you do not understand the depth of the acts these kids have committed. There have been so many victims and we have formed a community groups to defend our community and children. These child has brought serious weapons and threatened to kill others, so maybe you are not understanding the seriousness of the situation. His social media is covered with threatening material.

Marsha Kamer: Ms. Rivin has been absent for 6 weeks and we have reached out to Dr. Lee and have not heard anything back. Ms. Iannessa did respond, but with no specific answer. These kids need a teacher and many of us are wondering if there is a virtual class where students can catch up. Is there any staffing that can be done to be sure these kids are receiving instruction? We see our kids floundering and many of us are having to hire tutors. We want to know if and when math instruction will begin again and it is untenable that it has gone on this long.

II. Risk Management Update

A. Risk Management Update

Dr. Pam Magee: I just to let everyone know we hear your concerns and there is a lot of misinformation in the community. We have been aware and have been working on this. Back to the emails from February and March, there is a lot of information we cannot share given that these are minors. We hear you and are working with community to find resolutions. We have a meeting tomorrow night on Zoom with the police department. If you log in to that Zoom call you will learn much more.

We have a lot in place here on campus. We work closely with our school police officer and LAUSD and LAPD to make sure all of our students are safe and that our campus is safe.

Saken Sherkhanov: How is extreme aggression handled on campus? Is the non-violence policy enforced?

Dr. Pam Magee: Yes

Saken Sherkhanov: How are teachers supposed to deal with the violence?

Maggie Nance: I am an alumni, teacher, and parent and I want everyone to know that we hear you, but we have to follow proper procedure. We all want solutions and we promise that now that we have your questions, we will have answers for you.

III. Closed Session

A. Conference with Legal Counsel

Enter closed session at 5:25 p.m.

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

C. Potential Litigation

IV. Open Session

A. Return to Open Session

Returned to open session at 6:05 p.m.

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

V. Closing Items

A. Adjourn Meeting

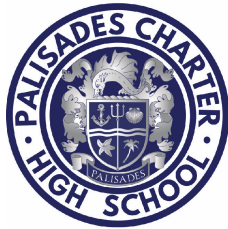
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:06 PM.

Respectfully Submitted,
Sara Margiotta

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: E. Faculty Report
Purpose: FYI
Submitted by:
Related Material: Faculty Board Report 04_16_2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Faculty Report Board of Trustees Meeting April 16, 2024

PCHS just wrapped up its first Testing Week. Kudos to all involved who helped make the pilot a huge success.

Nothing else to report at this time.

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: F. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report 04_16_2024.pdf
PCHS Catastrophic Leave Program.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Human Resources Report Board of Trustees Meeting April 16, 2024

California Time Rounding Change May 1, 2024

Courts in California have become increasingly critical of rounding policies. In 2021, the California Supreme Court ruled in *Donohue v. AMN Services, LLC* that employers in California cannot use rounding policies for employees' mealtime entries. Further, the other case currently pending before the California Supreme Court, titled *Camp v. Home Depot U.S.A., Inc.*, will decide whether employers may use neutral time-rounding practices overall to calculate employees' work time for purposes of paying wages or whether such practice is unlawful under California law.

In addition to determining whether the practice of rounding is lawful, the Court will determine whether its holding applies prospectively or retroactively. California courts have applied other wage and hour holdings retroactively, leading to greater potential liability for employers. Because of the potential retroactive application of the holding, PCHS has been advised to shift our practice to paying employees for each minute worked. This change has been discussed with our PESPU president and vice president.

Presentation of Catastrophic Leave Administrative Procedure

Staff appreciation Week May 6-10

PCHS will be going out with our boots on as we celebrate our staff country style. Our ASB student leaders and PTSA are working with the admin team to plan a round up on our stompin' grounds worthy of our Pali educators. Hold on to your hats – this rodeo is just getting started!

Human Resources Activity

New Employees

Resignations, Releases & Leaves

Closed Session

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

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



PALISADES CHARTER HIGH SCHOOL

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CATASTROPHIC LEAVE PROGRAM

When an employee or a member of his/her family* experiences a catastrophic illness or injury which requires the employee to take time off from work for an extended period of time, and the employee has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits. (Education Code 44043.5)

In making such a request, the employee shall provide verification of the catastrophic injury or illness. (Education Code 44043.5)

Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury.

Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Executive Director/Principal or Designee, may donate accrued vacation and/or sick leave credits to the requesting employee. Donations shall be at a minimum of six hours, and in one hour increments thereafter.

To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 20 days (120 hours/6 hr employee, 140 hours/7 hour employee, 160 hours/8 hour employee).

All transfers of eligible leave credit shall be irrevocable. (Education Code 44043.5)

The Executive Director/Principal or designee shall ensure that all donations are confidential.

The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months.

If donated credits are not used by the employee within 12 consecutive months, the credits shall be returned to the gifting employee(s) at a prorated rate based on the contribution amount.

An employee who receives paid catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program. (Education Code 44043.5)

** Family is defined per the California Family Rights Act (CFRA) to include a child of any age, spouse, domestic partner, parent, grandparent, grandchild, or sibling with a serious health condition. (Cal. Code Regs. Tit. 2, § 11087)*

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: G. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 04_16_2024 .pdf

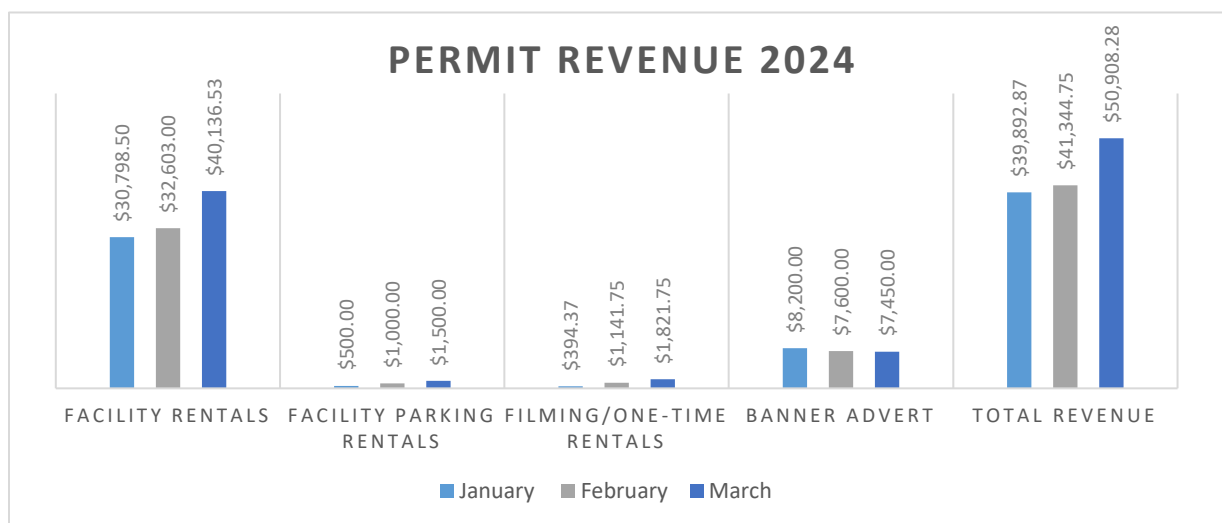


Board of Trustees Meeting - Operations Report March 19, 2024

Facilities/Projects:

- Student Restrooms: (4) New sinks and (4) new faucets installed @ G-1-B(2); E-1-B(1) and E-2-G(1) that had been previously maliciously vandalized and broken by students.
- Baseball Field: Re-lamped baseball light fixtures. Old lamps had exceeded lifespan.
- Upper blacktop water fountain: (2) bubbler heads installed that had been previously maliciously vandalized and broken by students.
- Pali Academy: ADA Walking platform deck patched repaired and repainted.
- Furniture: Distributed the last (2) 4-drawer Hon file cabinets and (4) 2-drawer Hon file cabinets from this years' Furniture Budget to staff and/or faculty.
- Stadium Turf: Regular field maintenance ongoing weekly
- Gym Floor care: Regular floor maintenance ongoing weekly
- Tennis Court care: Regular court care weekly
- Pali Academy Swamp maintenance: Regular swamp maintenance monthly

Permits & Setups:



- Banner demand continues to be strong.
- Permits– Steady use into the Spring Season. PCHS Winter sports have wrapped. Permits will have less disruptions to account for.
- Potential Filming for April/May – Walmart (2 day – April 26th and 27th), Athleta (2 day – May 5th and 6th), Old Navy (2 Day, May 11th, and 12th).
- Booked Filming for May –Short Film w/ Jenifer Lewis (May 25th-May 27th)
- Current Hollywood Climate –VERY SLOW, but getting there...

Transportation/Buses:

- 24-25 Registration window opened 3/6 and originally ran through 4/8. Due to a technical issue with old code on the registration site, families were unable to register for a period of time which resulted in an extension of the window through 4/12.
- 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

Information Technology:

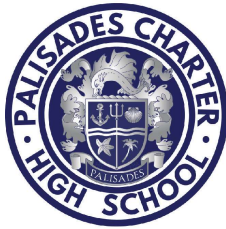


- Provided setups for 18 scheduled student & faculty events and closed 225 tickets
- Provided extensive support during Testing Week. IT created all classes and rostered all students in Infinite Campus and NWEA, along with providing tech support throughout the week for student issues. Nearly all student issues were the result of devices that had not be used or updated, highlighting the need for continued enforcement of 1:1 devices in the classroom, along with student and teacher PD to support device maintenance. Shoutout for the major collaboration of the AA Office Testing Team and Technology for an incredible testing experience! Now preparing for AP testing
- The Destiny server, which maintains the Library and Technology inventory databases, has been migrated fully to a hosted solution. This will continue to save time and cost in licensing, hardware, and man hours.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: J. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: CBO Board Report 04_16_2024.pdf
Credit Card Expenditures - Feb-March 2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CBO Report
Board of Trustees Meeting
April 16, 2024

2023-2024 BUDGET UPDATE

- Per our recent First Interim Report (July 1, 2023 – 10/31/2023), our ending balance was: \$2,492,856.
- The Second Interim Report, which covers the period of 07/01/2023-01/31/2024, reflects an ending balance of \$2,519,355.
- There is no report available for the period ending February 29, 2024. However, we did include an overview on our one-time relief funds spending to-date. As of March 31, 2024, there are \$5,851,841.83 of restricted relief funds remaining.

2024-2025 BUDGET DEVELOPMENT PROCESS

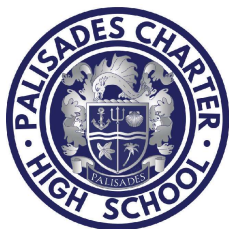
- Department budgets were due by April 5, 2024
- Thank you to those departments who have already submitted their 2024-25 budgets
- We have already received \$250,000+ of textbook requests and are still missing a few departments. We will likely have to revisit our one-time spending allocations and re-visit the textbook adoption cycle process.

REQUEST FOR PROPOSALS (RFP)

- PCHS has now complete the RFP process for three (3) separate services.
 - Transportation services
 - Janitorial services
 - Security services
- The RFPs will be reviewed at the Budget & Finance committee meeting. The Board will vote on RFP winning bids at the April 2024 Board meeting.

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.
- We have a preliminary proposal that could offer a new plan (457 plan) to our employees at a much lower cost (lower fees). The Gallagher team is providing a 457 vs 403B plan comparison and will provide us with more information before we make a decision to move forward.
- There will be no obligation to transition to the new plan should employees want to stay in the current 403B plan. However, many employees will opt to roll over due to the newer plan having lower costs.



PALISADES CHARTER HIGH SCHOOL

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LOOKING AHEAD

- March 31st: Insurance Proposal/Questionnaire due 3/31/24
- April 16th: Vote on 3 RFP bids
 - Transportation Services
 - Janitorial Services
 - Security Services
- May 6th: Draft Budget, including textbook & IMA approval
- June 2024: Adopt 2024-25 LCAP and Budget

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 2/01/2024 - 3/31/2024

Date	Vendor	Description of Expense	Cardholder	Requested By:	Amount	Resource	Budget Category
January 25, 2024	PANDA EXPRESS	MID-MANAGEMENT PLANNING AND APPRECIATION LUNCH	JP HERRERA	M PARKS	\$ 219.40	GENERAL	FUNDRAISING
January 27, 2024	PANTAGES THEATER	BROADWAY IN HOLLYWOOD "THE WIZ" (VAPA)	JP HERRERA	C SMITH	\$ 749.50	GENERAL	IMA
January 28, 2024	HILTON HOTELS COSTA MESA	CONFERENCE ATTENDEE	P MAGEE	M IANNESSA	\$ 598.05	GENERAL	PD/CONFERENCE
January 31, 2024	NATIONAL TANK OUTLET MS	SCIENCE DEPARTMENT - 275 GALLONE TOTE	JP HERRERA	S ENGELMANN	\$ 473.72	GENERAL	SUPPLIES
January 31, 2024	PALISADES	PLANNING LUNCH - EMPLOYEE INTERVIEWS	JP HERRERA	K COX	\$ 111.05	GENERAL	HOSPITALITY
January 31, 2024	MAILCHIMP	NEWSLETTER	JP HERRERA	K COX	\$ 240.00	GENERAL	SUBSCRIPTIONS
February 1, 2024	LA REFRIGERATION & AIR CO	OPERATIONS REPAIR	JP HERRERA	O CABRERA	\$ 886.65	GENERAL	REPAIRS
February 2, 2024	CA LANGUAGE TEACHERS	WORLD LANGUAGE CONFERENCE	P MAGEE	C LEE	\$ 190.00	GENERAL	PD/CONFERENCE
February 2, 2024	CA LANGUAGE TEACHERS	WORLD LANGUAGE CONFERENCE	P MAGEE	C LEE	\$ 190.00	GENERAL	PD/CONFERENCE
February 2, 2024	CA LANGUAGE TEACHERS	WORLD LANGUAGE CONFERENCE	P MAGEE	C LEE	\$ 345.00	GENERAL	PD/CONFERENCE
February 5, 2024	CA LANGUAGE TEACHERS	WORLD LANGUAGE CONFERENCE	P MAGEE	C LEE	\$ 155.00	GENERAL	PD/CONFERENCE
February 5, 2024	CA LANGUAGE TEACHERS	WORLD LANGUAGE CONFERENCE	P MAGEE	C LEE	\$ 200.00	GENERAL	PD/CONFERENCE
February 8, 2024	SP COSTUMES.COM	COSTUME ORDER (THESPIAN ACCOUNT)	JP HERRERA	C SMITH	\$ 256.14	ASB	TRUST
February 9, 2024	CALL ASSOC FOR BILINGUAL WALNUT CA	CABE CONFERENCE	P MAGEE	M CERVANTES	\$ 790.00	GENERAL	PD/CONFERENCE
February 12, 2024	SP COSTUMES.COM	COSTUME ORDER (THESPIAN ACCOUNT) - REFUND	JP HERRERA	C SMITH	\$ (85.38)	ASB	TRUST
February 12, 2024	CA SECRETARY OF STATE	CALIFORNIA STATEMENT OF FILING (MUST RENEW ANNUALLY)	JP HERRERA	J CHIN	\$ 20.00	GENERAL	IMA
February 15, 2024	MARRIOTT NEW ORLEANS	NATIONAL PSYCHOLOGY CONFERENCE (C SHOWERS)	JP HERRERA	C SHOWERS	\$ 300.96	GENERAL	PD/CONFERENCE
February 16, 2024	PANTAGES THEATER	BROADWAY IN HOLLYWOOD "THE WIZ" (VAPA)	JP HERRERA	C SMITH	\$ 117.50	GENERAL	IMA
February 16, 2024	SCHOOL SERVICES OF CALIFO	ATTENDANCE REPORTING CONFERENCE (MAGEE, HERRERA, FARREL)	P MAGEE	K COX	\$ 780.00	GENERAL	PD/CONFERENCE
February 17, 2024	MARRIOTT NEW ORLEANS	NATIONAL PSYCHOLOGY CONFERENCE (C SHOWERS)	JP HERRERA	C SHOWERS	\$ 1,215.84	GENERAL	PD/CONFERENCE
February 21, 2024	CANVA	WASC PRINTING - 10 BINDED COLOR COPIES	P MAGEE	M IANNESSA	\$ 828.00	GENERAL	IMA
February 22, 2024	VISTAPRINT	NEW EMPLOYEES - BUSINESS CARD	P MAGEE	K COX	\$ 105.09	GENERAL	IMA
February 26, 2024	SOS SURVIVAL PRODUCTS	EMERGENCY RESPONSE SUPPLIES - REPLACING AGED SUPPLIES	JP HERRERA	B KING	\$ 750.00	PERMITS	SUPPLIES
February 28, 2024	DOMINO'S	AMBASSADORS PLANNING/WORKING LUNCH	P MAGEE	K COX	\$ 41.32	GENERAL	PD/CONFERENCE
February 29, 2024	SP COSTUMES.COM	VAPA COSTUMES	JP HERRERA	C SMITH	\$ 84.29	ASB	TRUST
February 29, 2024	MAILCHIMP	NEWSLETTER	JP HERRERA	K COX	\$ 240.00	GENERAL	SUBSCRIPTIONS
February 29, 2024	DOMINO'S	AMBASSADORS PLANNING/WORKING LUNCH	P MAGEE	K COX	\$ 39.11	GENERAL	PD/CONFERENCE
March 1, 2024	CALENDLY	COLLEGE CENTER CALENDLY REFUND (ACCIDENTAL CHARGE)	JP HERRERA	K ELLIS	\$ (144.00)	GENERAL	SUBSCRIPTIONS
March 5, 2024	CONJUGUEMOS.COM	WORLD LANGUAGE SUBSCRIPTION	JP HERRERA	M CERVANTES	\$ 120.00	GENERAL	SUBSCRIPTIONS
March 5, 2024	SOS SURVIVAL PRODUCTS	EMERGENCY RESPONSE SUPPLIES - REPLACING AGED SUPPLIES	JP HERRERA	B KING	\$ 315.00	PERMITS	SUPPLIES
March 7, 2024	NATIONAL TANK OUTLET MS	SCIENCE DEPARTMENT - WATER TANK	JP HERRERA	S ENGELMANN	\$ 60.00	GENERAL	IMA
March 7, 2024	CCN FINANCIAL SERVICES TX	COLLEGE CAREER NETWORK SUBSCRIPTION - CTE	JP HERRERA	T FARRELL	\$ 2,750.00	PERKINS/CTE	SUBSCRIPTIONS
March 7, 2024	AP BY THE SEA	AP INSTITUTE - FACULTY PD	P MAGEE	C LEE	\$ 625.00	GENERAL	PD/CONFERENCE
March 7, 2024	DOMINO'S	BSU PLANNING LUNCH	P MAGEE	K COX	\$ 91.12	GENERAL	PD/CONFERENCE
March 8, 2024	ILAND INTERNET SOLUTIONS TX	HOSTED CLOUD INFRASTRUCTURE	JP HERRERA	J ROEPEL	\$ 4,310.04	GENERAL	SUPPLIES
March 8, 2024	DISNEYLAND TICKETS	MARCHING BAND TRIP-PERFORMANCE	JP HERRERA	P YE	\$ 9,768.00	ASB	TRUST
March 8, 2024	DELIZIOS CINQUE	PLANNING LUNCH - EMPLOYEE INTERVIEWS	P MAGEE	K COX	\$ 94.72	GENERAL	HOSPITALITY
March 11, 2024	SOS SURVIVAL PRODUCTS	EMERGENCY RESPONSE SUPPLIES - REPLACING AGED SUPPLIES	JP HERRERA	B KING	\$ 420.00	PERMITS	SUPPLIES
March 12, 2024	NSWC MECHANICAL SERVICE	EMERGENCY REPAIR (WEEKEND)	JP HERRERA	B KING	\$ 2,768.64	POOL	REPAIRS
March 12, 2024	AVON RENT-A-CAR-TRUCK-VAN	MARCHING BAND TRIP	JP HERRERA	P YE	\$ 247.18	ASB	TRUST
March 12, 2024	DOMINO'S	AMBASSADORS PLANNING/WORKING LUNCH	P MAGEE	K COX	\$ 67.37	GENERAL	HOSPITALITY
March 15, 2024	DOMINO'S	AMBASSADORS PLANNING/WORKING LUNCH	P MAGEE	K COX	\$ 85.98	GENERAL	HOSPITALITY
March 15, 2024	QUIZLET.COM	SUBSCRIPTION ADD-ON	P MAGEE	C LEE	\$ 35.99	GENERAL	SUBSCRIPTIONS
March 18, 2024	PALISADES	WASC VISITING COMM LUNCH	P MAGEE	M PARKS	\$ 144.75	GENERAL	PD/CONFERENCE
March 18, 2024	DOMINO'S	WASC VISITING COMM LUNCH	P MAGEE	M PARKS	\$ 104.58	GENERAL	PD/CONFERENCE
March 19, 2024	VIDSWAP.COM NY	ATHLETICS COMPETITION STREAMING	JP HERRERA	R MONTZ	\$ 899.00	ASB	TRUST
March 19, 2024	LA FIX IT	CAFETERIA APPLIANCE REPAIR	JP HERRERA	D BROWN	\$ 320.00	CAFETERIA	REPAIRS
March 19, 2024	PALISADES	WASC VISITING COMM LUNCH	P MAGEE	M PARKS	\$ 146.95	GENERAL	PD/CONFERENCE
March 19, 2024	DOMINO'S	BSU PLANNING LUNCH	P MAGEE	K COX	\$ 198.60	GENERAL	PD/CONFERENCE
March 20, 2024	LA FIX IT	CAFETERIA APPLIANCE REPAIR	JP HERRERA	D BROWN	\$ 388.00	CAFETERIA	REPAIRS
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #1	P MAGEE	M MONAHAN	\$ 932.09	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #2	P MAGEE	M MONAHAN	\$ 1,193.77	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #3	P MAGEE	M MONAHAN	\$ 709.84	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #4	P MAGEE	M MONAHAN	\$ 918.77	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #5	P MAGEE	M MONAHAN	\$ 918.77	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #6	P MAGEE	M MONAHAN	\$ 978.73	GENERAL	PD/CONFERENCE
March 20, 2024	COURTYARD SANTA MONICA CA	WASC VISITING COMMITTEE - HOTEL RESERVATION - VISITOR #7	P MAGEE	M MONAHAN	\$ 918.77	GENERAL	PD/CONFERENCE
March 21, 2024	RAPTOR TECH TX	EMERGENCY ORDER - RAPTOR VISITOR CHECK-IN (PAPER)	JP HERRERA	K COX	\$ 360.00	GENERAL	SUPPLIES
March 21, 2024	AMER LIB ASSOC-CAREER IL	LIBRARY CONFERENCE-MEMBERSHIP	P MAGEE	A KING	\$ 525.00	GENERAL	PD/CONFERENCE
March 22, 2024	AMERLIBASSOC ECOMMERCE IL	LIBRARY MEMBERSHIP	P MAGEE	A KING	\$ 143.00	GENERAL	SUBSCRIPTIONS
March 22, 2024	ROBERT C DICKEY OD SANTA MONICA CA	ACCIDENTAL CHARGE	P MAGEE	N/A	\$ 227.00	N/A	N/A
March 23, 2024	ROBERT C DICKEY OD SANTA MONICA CA	ACCIDENTAL CHARGE REVERSED	P MAGEE	N/A	\$ (227.00)	N/A	N/A

GRAND TOTAL \$ 41,256.90

Coversheet

Executive Director/Principal (EDP) Report

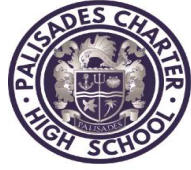
Section: II. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:

Related Material:

EDP Board Repprt 04_16_2024.pdf

WASC Visiting Committee Report 2024 - Palisades Charter High School.pdf

PCHS WASC Final Presentation.pptx.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Executive Director/Principal Report Board of Trustees Meeting April 16, 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](#)

Topanga Canyon Travel Concerns

In a letter to PCHS from the Topanga Town Council, it was explained that students, parents and staff are severely impacted by recent landslides and road closures affecting the Pacific Coast Highway ("PCH") and Topanga Canyon Boulevard ("TCB" or "Highway 27"). "Commuters through Topanga and Malibu are spending on average 3-4 hours per day to and from Palisades High. Despite their best efforts, families and student drivers are struggling to deliver students to school on time due to the severe, challenging, and unpredictable nature of traffic patterns caused by these natural disasters." The issues are further complicated by the uncertainty of the duration of the road closures.

PCHS representatives participated in two meetings with spokespersons from the Topanga Town Council and community. Proposed supports and solutions include and are not limited to the following:

- 1) Relaxing the PCHS Attendance Policy for impacted students.
- 2) Exploring transportation support possibly in conjunction with PRCMS.
- 3) Providing a hybrid learning option with a PCHS teacher based closer to the impacted areas one or more days weekly.

LAUSD is also engaged in efforts to assist impacted families. Solution focused discussions are active and ongoing.

Student Unions/Strategic Planning Process Update

Student Union listening sessions are near completion. The next step will be to draft a Student Union Strategic Plan with the input of student leaders from each student union and the PCHS Equity Task Force. An initial commitment is for the Associated Student Body (ASB/ Leadership group to add Student Unions to the organizations included in the ASB constitution and provide structure, support and resources for the unions. Meetings to formalize the Strategic Plan for the coming school year are ongoing.

PCHS Testing Week for CA Assessment of Student Performance and Progress (CAASPP) and Northwest Evaluation Association (NWEA) assessments launched Monday, April 8. PCHS students demonstrated their academic progress on NWEA and CAASPP assessments. The implementation of the schoolwide 1:1 laptop program significantly reduced the testing

window and minimized disruption to daily instruction. Faculty, students, and staff are to be commended for working together to make this a positive and productive assessment environment. Results will be posted later in the school year.

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

PCHS hosted the seven member WASC Visiting Team for a three-day observation process. The purpose of the visit was 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.

Approximately every six years depending on the school's previous rating, 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/>

A significant component of this WASC accreditation process is the culminating Action Plan which guides the school's development for the duration of the accreditation period. The PCHS WASC Action Plan is designed to align with the PCHS Schoolwide Goals and Local Control Accountability Plan, a multi-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Following the visit, the Visiting Committee shared the following drafts of documents:

WASC Self-Study Visiting Committee Report (included in meeting materials)

WASC Visiting Committee Presentation (included in meeting materials)

View the PCHS Final WASC Report [HERE](#) and Action Plan [HERE](#).

PCHS will learn the term of accreditation later this year.

**SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Palisades Charter High School

**15777 Bowdoin St.
Pacific Palisades, California 90272
Los Angeles Unified School District**

March 18-20, 2024

Visiting Committee Members

Dr. Kelley Mayr - Chairperson
Fusion Academy - Director of Accreditation

Sandra Raby - Member
English Teacher and Department Chair - Fairmont Preparatory Academy- Anaheim

Chelsey Nguyen - Member
Assistant Principal of Instruction - Camino Nuevo High School No. 2

Blaine Jones - Member
Science Teacher - Samueli Academy

Lilliana Gallo - Member
English Learner Liaison - Buena Park High School

Jamie Swinson - Member
Title I /English Learner Coordinator/BSAP Designee - William Howard Taft Charter High School

Hojjat Sandi - Member
Head of School - Fusion Academy South Bay

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Introduction

Palisades Charter High School (PCHS) is a comprehensive high school, serving approximately 3,000 diverse students from over 110 zip codes in the Los Angeles area, according to their website. Established as a charter school in 2003, it holds the distinction of being one of the earliest high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS boasts several accolades, including being recognized as a California Gold Ribbon School, a California Distinguished High School, and receiving accolades from Newsweek, U.S. News and World Report, and LA Magazine. With independent charter status, PCHS enjoys autonomy in decision-making concerning instruction, budgeting, and policy.

PCHS reports that they have significantly expanded their academic offerings over recent years, providing access to Honors and Advanced Placement programs alongside Career Technical Education pathways. The school has invested in various initiatives, including a schoolwide intervention system, new bell schedules featuring a Pali Period, and a comprehensive Technology Plan. PCHS offers a diverse range of academic programs, such as Pali Academy, Virtual Academy Independent Study Program, Special Education, Multilingual Education, College Preparatory courses, Computer and Tech Programs, Dolphin Leadership Academy, Credit Recovery, Summer School, Literacy programs, Study Skills/Seminars, 9th-grade Small Learning Communities (Pali Pods), Dual Enrollment opportunities, Advanced Placement courses, Therapeutic Classrooms, and Visual and Performing Arts programs. Additionally, PCHS has refined its Multilingual Program to meet the evolving needs of English Learner students and has integrated Social Emotional Learning, mental health services, and intervention time within its Pali Periods. Outside the classroom, the school fosters student engagement through a strong commitment to student clubs, athletics, ASB Leadership activities, and various school-wide initiatives, contributing to a vibrant campus life.

Diversity Statement:

PCHS has implemented a comprehensive array of diversity initiatives aimed at fostering equity and inclusion within its program. These efforts encompass various aspects, including recruitment strategies for diverse school admissions, the establishment of resources like the Math Lab and Study Center, and Culture Talks to promote understanding. The school also prioritizes community engagement through student-led orientations and the Pali Transportation Program. Educational programs such as the Justice League Solidarity Presentations, The Village Nation Program, and the Fuerza Unida Program focus on fostering student leadership, identity, and community involvement. Additionally, initiatives like Inclusive Restrooms, Restorative Justice through Circles, and Equity Task Force Action Plans underscore the school's commitment to fairness and inclusivity. Faculty professional development, LGBTQI+ student panels, and a culturally relevant curriculum contribute to creating an inclusive learning environment. Further efforts include Title IX enforcement, the Take Ten Breakfast Program, Pali Cares Program, and Club Days, all aimed at promoting student well-being and engagement. Peer mediation, Link Crew Activities, and student surveys are additional initiatives aimed at fostering community-building and amplifying student voice within the school.

Process for completing Self-Study:

PCHS's process for completing the self-study began with a thorough self-study, where PCHS assessed its programs, practices, and policies against WASC criteria and standards. Subcommittees within the Long-term Strategic Planning Committee were formed to measure progress and write action plans during this

self-study phase. Data from various sources, including student achievement data, surveys, and classroom observations, were collected and analyzed to identify strengths and areas for improvement. Based on these findings, PCHS collaboratively prepared a self-study report documenting its strengths, challenges, and plans for improvement.

Throughout the self-study process, PCHS actively engaged its key educational partners, including faculty, staff, students, and parents. Committees and focus groups were established to examine progress towards schoolwide learner outcomes, identify areas for improvement, and develop action plans. A teacher WASC Coordinator oversaw the process, attending virtual WASC training and coordinating compliance with WASC expectations. Focus groups, composed of members from various school committees and departments, collaborated to respond to prompts and track progress using Google Suite tools. Additionally, educational partners participated in meetings, surveys, and discussions to provide insights and contribute to the development of the school's action plan, ensuring a comprehensive and inclusive self-study process.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Most of the school's instructional staff and stakeholders actively participated in reviewing data, analyzing effectiveness, and identifying areas for improvement. Their collaboration in the self-study process, including assessing learner needs and evaluating programs against WASC criteria, fostered a culture of continuous improvement and rigorous analysis.

Chapter 1: Progress Report

The COVID-19 pandemic prompted PCHS to transition to virtual learning in March 2020, with asynchronous distance learning for the remainder of the Spring 2020 semester and an optional hybrid learning program introduced for the Fall 2020 semester. In April 2021, PCHS implemented a Back to Campus program, allowing students to engage in differentiated activities on campus. Despite challenges, PCHS began the 2021-2022 school year with in-person learning. Post-COVID, PCHS expanded its Virtual Academy independent study program, seeing a significant increase in enrollment to 247 students, largely driven by the heightened demand for mental health support.

Transitioning out of the pandemic, PCHS faced challenges in re-emphasizing expected behavioral norms and saw a rise in suspensions as in-person learning resumed. Analysis of campus culture data highlighted shifts in instructional strategies to enhance classroom engagement. Some teachers observed student disengagement from in-person learning, with a focus on grades rather than the learning process. To address this, teachers are incorporating more face-to-face engagement activities and leveraging technology intentionally for educational purposes. Over the past three years, significant developments at PCHS include the implementation of 1:1 technology, increased mental health services, and efforts toward equity and inclusion as highlighted by educational partner surveys.

Since the last WASC visit, PCHS has revised its WASC Action Plan based on feedback from visiting teams, refining systems and structures to align school-wide goals across various committees for a more efficient process. The administrative leadership team collaborated with the Board of Trustees to establish and

track progress on multi-year goals, in line with both LCAP and WASC action plans. Progress reports and student achievement data are regularly submitted for board review. Committee membership was strategically staffed with diverse educational partners, fostering cross-pollination of ideas and communication among committees and task forces to advance school initiatives.

The following updates reflect the school's progress on their previous Action Plan, with further descriptions of impact:

Goal 1: Continuously narrow the educational achievement opportunity gap between white and Asian students and African American and Latino students.

Progress: Eliminating tracking in Honors and College Prep courses, enhancing outreach to Black and Brown students for AP courses, offering literacy support, diversifying course content, integrating culturally relevant curriculum and professional development, expanding credit recovery options, providing training on CASSPP IEP accommodations, introducing specialized programs like Pali Academy and Virtual Academy, restructuring the English Language Development program, establishing study skills and therapeutic classrooms, conducting anti-bias and math cultural competency training for teachers, and organizing counseling webinars for course selection guidance.

Impact: The school's focus on academic achievement has led to increased diversity in enrollment in honors classes, with Latino students comprising 26% of Honors English and 20% of Honors/AP History classes. African-American students, though representing 9% of the enrollment, account for 10% in honors History classes. Collaborative efforts between academic departments, student support groups like Fuerza Unida, and counseling have facilitated access to advanced and dual-enrollment courses, fostering a college-going culture and enhancing academic achievement, particularly among Latinx students. Additionally, the expansion of the Credit Recovery program has contributed to increased graduation rates at PCHS. As noted during the visit at Pali Academy, several students were able to transfer back to the comprehensive high school for the second semester.

Goal 2: Continuously diversify and personalize PCHS staff Professional Development.

Progress: The school revamped the teacher conference request process, implementing a multi-year professional development plan encompassing diversity, equity, and inclusion training, technology training, and cultural competency training. The initiative also involved sustaining teacher coaches and the Academic Achievement Team, mandating online training modules for staff, funding PLC pull-out days and department summer mini grants, renegotiating and revising the evaluation process, designing a more robust new staff onboarding process, conducting staff surveys for professional development interests, and providing onsite induction program staff for probationary teachers.

Impact: This advancement has had a beneficial effect on the school's culture and has led to the development of fairer departmental grading policies and teacher practices, as well as providing teachers with a deeper understanding of DEI practices in the classrooms..

Goal 3: Develop a system of centralized, expedient, external and internal data collection, analysis, and communication.

Progress: Initiatives such as the re-design of online registration (OLR), adoption of Parent Square for unified communication, and continued training in Infinite Campus. Partnerships with Data Links

Network and investigations into Power School/Performance Matters demonstrate efforts to address SIS and data management needs, contributing to the on-going review of a more streamlined and efficient system.

Impact: Basic learner information, including accommodations, standardized test scores, and student achievement, is readily accessible to both staff and guardians, through the redesigned OLR. Additionally, the adoption of the ParentSquare platform enables efficient and multilingual communication with families and students.

Goal 4: Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources to increase student achievement.

Progress: The Ed Tech Coordinator revised the Technology Plan, followed by a collaborative effort involving the LTSP Technology SubCommittee, PCHS Administration, School Board Budget Committee, and Data Links Network, ultimately leading to the implementation of the 1-1 Technology Program.

Impact: Enhanced student learning with expanded classroom differentiation capacity to ensure equitable access to technical education tools and course materials for all PCHS students.

Goal 5: Pursue available funding to subsidize transportation for PCHS

families who can least afford it and provide alternative transportation options to sustain PCHS's diversity.

Progress: Various transportation initiatives have been enacted, including a scholarship fund for Yellow School Bus transportation, a partnership with Santa Monica Blue Bus for the Pali Express route, providing free student Metro cards through a collaboration with LA Metro, and ongoing efforts to procure a school bus transportation vendor for future years.

Impact: PCHS maintains diversity through its transportation programs, including partnerships with public buses and a scholarship fund for yellow school bus transportation, with scholarship expenses reflecting fluctuating trends over time, emphasizing the importance of prudent budget management.

Goal 6: Develop and maintain a positive and equitable school climate and culture.

Progress: PCHS has implemented a revised safety plan along with a new school-specific Schoology safety course for students and staff, complemented by interventions and positive behavior curriculum. Additionally, initiatives like Link Crew, Justice League, and Culture Chats.

Impact: With the integration of equity and inclusion curriculum, student clubs, and extracurricular activities, underscoring the school's commitment to safety, inclusivity, and student engagement, students feel safe at PCHS.

Goal 7: Expand and continuously improve PCHS's systemic student support.

Progress: Expanded support infrastructure with additional academic counselors, interventionist positions, and math paraprofessionals, alongside revamps of programs like the Multilingual Program,

Deans Office Intervention Response, and the Pali 9th grade pod program. Peer Conflict Mediation, Restorative Circles, and the Credit Recovery Program demonstrate the school's commitment to holistic student support and academic success, further bolstered by efforts like the mental health team outreach and community partner expansion for addressing vape and drug addiction issues during the Pali Period Intervention.

Impact: Maintaining a high four-year graduation rate of approximately 95% and consistently high pass rates of 91% and above for high school graduation courses, alongside a 20% decrease in counseling caseloads due to additional staffing, has been paralleled by a significant 31.3% increase in Multilingual Program/ELL reclassification rates.

Goal 8 (WASC add): Continue to work with LAUSD to maintain a clean facility in good repair.

Progress: Consultation with LAUSD's Complex Project Manager (CPM) resulting in additional fencing for security and safety, alongside infrastructure support for academic programs and technology initiatives.

Impact: Upgraded facilities provide a better experience for students and staff to focus on learning.

Goal 9 (WASC add): Alignment of initiatives to work as efficiently as possible.

Progress: The Board annually reviews WASC action plans, LCAP plans, and school-wide data. A systematic approach that involves communication among school leaders and the Curriculum Council and Equity Task Force provide monitoring efforts for initiative alignment.

Impact: Student learning needs are addressed effectively, and their success is assessed based on the attainment of student outcomes aligned with school goals.

Goal 10 (WASC add): Single data profile accessible to all stakeholders.

Progress: Piloting Schoolzilla, designing Power BI dashboards, increasing schoolwide training and use of Schoology for academic progress data, exploring Performance Matters, enhancing Infinite Campus training, and revamping the Infinite Campus Student Information System with Datalinks Network for student IC profile tabs.

Impact: Students, staff, and parents have easy access to fundamental student data, yet there's a necessity for further improvement in accessing detailed, disaggregated data to adequately tackle student learning needs and achieve school objectives.

Goal 11: Maximize instructional time and student engagement.

Progress: Implementation of 1:1 Laptop Program, adoption of a new e-Hallpass system, continued refinement of bell schedules, introduction of the First/Last 15 Minute Policy, and emphasis on Culturally Relevant Instruction Professional Development and curriculum and adoption of a biology curriculum aligned with Next Generation Science Standards by the Science Department.

Impact: More holistic support for students aimed at increased access to resources, support services,

and structured learning opportunities, to develop academic success and cultural competency.

The progress at PCHS towards its initial 8 goals as well as the additional three added by the last WASC Visiting Committee (totaling 11 goals) has been significant, with impactful initiatives implemented across different areas. The shift to distance learning in spring 2020 presented significant challenges for PCHS, leading to learning setbacks and social-emotional difficulties stemming from inequitable access to online resources and health concerns. Moving forward, critical areas for consideration include addressing learning loss, widening achievement gaps, overcoming attendance challenges, reintegrating students into a safe in-person learning environment, and fostering an inclusive and positive school climate. These areas are outlined in the new PCHS WASC Action Plan for follow-up and improvement.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The school's culture prioritizes continuous improvement, engaging all stakeholders in annual reviews of student profile data, achievement, and demographics alongside progress on the schoolwide action plan, shared with the entire community. Evidence suggests ongoing analysis of how action plan progress influences student learning and addresses major learner needs, leading to updates to the schoolwide action plan as necessary, with formal progress reports disseminated to all stakeholders.

Chapter 2: School and Student Profile and Supporting Data

Palisades Charter High School is an Independent charter located in Pacific Palisades, CA. While the student population consists of students from a vast variety of greater Los Angeles zip codes the location zip code of 90727 has an average individual income of \$131,278.4. In 2005, Pali High became independent from LAUSD Palisades Charter High School (PCHS). PCHS serves 3,000 students from kindergarten through 12th grades. PCHS continues to serve a majority of White and Latinx students. The school's Student Survey Identity Data (January 2024) shows that out of 1925 response, 26.4% of students identify as Latino/a/e/x or Hispanic, 12.2% of students identify as Black/African American, 15.6% identify as Asian or Pacific Islander, 2.4% identify as American Indian or Indigenous, 16.2% identify as Persian, Arab, or Middle Eastern, and 52.6% identify as White. Since there currently is no identifier for Persian, Middle Eastern, and Arab students, the school was able to see more diversification by 17% of students who identify as Persian but are normally considered White. This is an increase in students identifying as two or more races. The percentage of students in socio-economically disadvantaged and students with disabilities subgroups has remained steadily at 30% of the student population. Currently, students participate in a variety of programs at PCHS including Pali Academy, Virtual Academy Independent Study Program, CTE courses, Multilingual Education, Honors and College Preparatory classes, Dolphin Leadership Academy, Credit Recovery, Summer School, Literacy, Study Skills/Seminars, 9th Grades Small Learning Communities (Pali Pods), Dual Enrollment, Pali Periods, AP, Therapeutic Classrooms, and VAPA. PCHS has also promoted schoolwide strategies promoting diversity, equity, and Inclusion with initiatives that include diverse school admissions recruitment, Title IX study and enforcement, and faculty professional development.

Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.

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.

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

PCHS School-wide Learning Objectives (From PCHS Charter):

Core Learning: Students will meet or exceed state content standards in all disciplines

Critical Thinking: Students will develop critical thinking skills, which will enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

Communication: Students will communicate effectively by using various formats including speaking, listening, visual, oral, written, and technical skills

Community, Consideration, and Compassion: Students will interact respectfully and work effectively in diverse group settings both within the school and in the greater community.

Student Learner Needs:

1. Of the students who are earning Ds and Fs, 38% are chronically absent; therefore, PCHS will need to establish a systemic outreach beyond phone calls and emails. Additionally, intervention plans for the families of chronically absent students will need to be developed. Similarly, Black and Latinx students continue to have higher D/F rates than their White/Asian counterparts, especially in the 9th and 10th grades.
2. PCHS students need more support to learn math and science. Students need reinforcement of math practices across the curriculum as well as additional exposure to content-specific standards, including math concepts and procedures, problem-solving, modeling, data analysis, and communicating reasoning. Special Education students, African American, Latinx, SED, and ELL students are students with high needs in this content area.
3. PCHS students need more support in ELA skills which include writing and researching. Special Education, SED, Black/African American, Latinx, and ELL students are students with high needs in this content area.

Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

CA Dashboard School Performance Overview Data:

2023: 94.6% of students graduated from Pali High.

65.6% of students are college and career ready

41.9% of students are “above standard” in ELA

38.2% of students are “below standard” in math

2% of students were suspended for at least one day. Which is an increase of .4%

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: At PCHS, the consistent alignment of student progress with defined learner outcomes and academic standards ensures that many students make acceptable progress toward meeting major learner needs. Stakeholders' acknowledgment of the need for continual improvement in Math, Science, suspension rate, and ELA further supports the school's effectiveness. Additionally, multiple measures indicate that growth targets are achieved for certain student subgroups, emphasizing the importance of ongoing improvement in preparing students with essential 21st-century skills.

Chapter 3: Quality of the School’s Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students’ needs, and current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

PCHS’s mission states, “PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure Education Excellence, Civic Responsibility, and Personal Growth.” Their Charter also clearly outlines a vision and purpose, including action steps to align goals with research and ever-changing student needs. PCHS emphasizes equity and inclusion, aiming to ensure all students can learn and achieve. PCHS demonstrates effective processes for involving stakeholders in the development and review of its vision and mission. Collaboration with educational partners and the Equity Task Force indicates a commitment to inclusive decision-making. The school has established processes, campus postings, and online resources for effectively communicating its vision, purpose, and learner goals to stakeholders.

Utilizing platforms like Schoology for data tracking and communication fosters transparency and engagement. While there are mechanisms for involvement, ongoing engagement of stakeholders should be prioritized to ensure diverse perspectives are considered in shaping the school's direction.

Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner goals and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has established and communicated a clear vision and purpose aligned with educational research, its charter, and ongoing tracking of student demographics and needs, with a notable emphasis on equity and inclusion. They are dedicated to ongoing refinement, inclusive decision-making, and targeted communication strategies, which they acknowledge are vital for furthering their effectiveness in this area, particularly in addressing challenges related to equitable access, student perceptions of belonging, and student achievement. All members of the Pali community we talked to echoed and demonstrated these core values and a heartfelt commitment to them. Ensuring that communication strategies cater to diverse audiences and that feedback mechanisms are in place to gauge stakeholder understanding and alignment is crucial for sustained support.

A2: Governance

To what extent is the school’s purpose aligned with governing board goals and policies and focused on student achievement and well-being through data-driven decisions with the aim of preparing students

for college and career readiness?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Visiting Committee Comments

PCHS’s Board of Trustees has a robust procedure that allows full transparency with all stakeholders. The website provides meeting agenda, election processes, and board code of conduct. PCHS has an Academic Accountability Committee that reviews both qualitative and quantitative student data at minimum annually to ensure that the school is fulfilling its mission and addressing concerns brought on by the board and also includes potential goals to be considered by the board.

PCHS has a well-developed system for evaluating the school's effectiveness in achieving its mission. The Board in partnership with PCHS utilizes specific subcommittees to evaluate effectiveness for all aspects of the school including but not limited to: academic accountability, budget and finance, elections, and charter matters. The Governing Board complies with the Brown Act and holds monthly open meetings with public participation opportunities. Meeting agendas and minutes are posted on the school site and website. The board ensures due process for students, employees, parents, and the public through various policies and procedures outlined in documents such as board meeting agendas, the Parent-Student Handbook, Uniform Complaint Policy (UCP), and employee handbooks. The board regularly considers school performance data, input from educational partners, and other relevant information to make informed decisions such as approving action plans, allocating resources, and setting evaluation criteria. Board members receive governance training to understand their roles, responsibilities, legal obligations, and ethical standards, including avoiding conflicts of interest.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS’s vision and purpose are clearly articulated, emphasizing students' needs, educational practices, diversity, equity, inclusion, and the belief in every student's ability to succeed. Stakeholder involvement is systematically integrated into the development, review, and refinement of the vision, purpose, and schoolwide learner goals/graduate profile. Communication strategies are established and assessed to promote understanding of the school's vision, purpose, and learner goals among all stakeholders

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Visiting Committee Comments

PCHS leadership, faculty, staff, and parents/community work together to address the needs and achievements of all students using a wide array of data sets, including assessments, grades, attendance, standardized test scores, financial information, behavior records, and more. At PCHS, the Long Term Strategic Planning Committee (LTSP), comprising students, teachers, administrators, parents, and board members, convenes monthly. This committee serves as a vital link between students and the board, dedicated to analyzing student performance and data. The LTSP and the Governing Board regularly evaluate this data, aligning it with the LCAP and SPSA to identify student needs and shape school plans and programs. These efforts are monitored through various institutionalized meetings, such as annual school board retreats, academic accountability committee meetings, LAUSD charter performance oversight visits, and others. The school employs assessments like the NWEA MAP Test and CAASPP data to gauge student performance and adjust teaching strategies accordingly. Most PLC teams conduct ongoing analysis of assessment data, while administrators actively engage in committees and task forces to ensure alignment with school objectives. Furthermore, community input and diverse data sources inform the development of the LCAP to address school and student learning needs. Despite the LTSP's significant involvement at PCHS, numerous other committees and groups also review data and student needs. This highlights an opportunity for the school to consider how they may streamline the communication flow to its multiple committees and advisory groups to facilitate better information sharing, ensuring these groups collaborate effectively. Finally, as the school continues to evolve with more initiatives, programming and support for students, the leadership team is also likely to grow - ensuring a fully staffed leadership team will continue to benefit the entire school. This highly effective and dynamic team consists of wildly talented individuals, (including Pali alumni), and as thus, having enough members on the team will continue to provide the right support to the school (and each other), as they carry out their essential duties.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective_ Somewhat Effective Ineffective

Narrative Rationale: The school's leadership leads the faculty, staff, and parent/community through the analysis of multiple forms of data, to identify student needs, implement strategies, and track their impact on learning. There is a process in place for shared decision-making, responsibility, and accountability for goal implementation as it relates to LCAP. The action plan is driven by student achievement analysis and aligned with school goals.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

PCHS demonstrates a strong commitment to supporting its staff through various initiatives aimed at professional development and growth.

Structured Beginning of Semester: At the start of each semester, all staff members engage in community-building activities and professional development sessions alongside peer coaches, coordinators, and administrators. This sets a collaborative tone and ensures alignment with school goals.

New Teacher Support: First and second-year teachers receive targeted support through monthly training meetings and mentorship from experienced peers. This induction program helps new teachers acclimate to their roles and fosters a sense of belonging within the school community.

Feedback Mechanisms: Regular surveys, such as the check-out survey at the end of each semester, allow teachers to provide valuable feedback on professional development, PLC development, and classroom needs. This feedback informs administrative decision-making and ensures continuous improvement.

Teacher Evaluation and Growth: PCHS has revamped its evaluation model to focus on promoting continuous growth among staff members. The process involves collaboration between teachers and administrators, with an emphasis on setting and achieving professional growth goals. Support is provided to teachers who may need assistance or remediation.

Professional Learning Opportunities: Professional development at PCHS is tailored to meet the diverse needs and interests of teachers. Opportunities for job-embedded learning, personalized development plans, and participation in conferences are provided. Additionally, PLCs are supported with substitute coverage to facilitate collaboration and skill transfer.

Targeted School-Wide Initiatives: PCHS implements targeted professional development initiatives to address specific needs, such as trauma-informed teaching and cultural proficiency. This ensures that staff members are equipped with the necessary skills and knowledge to support all students effectively.

Overall, PCHS's comprehensive approach to staff support and professional development reflects a commitment to excellence and continuous improvement in service of student success.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: PCHS's tiered approach to professional development underscores its dedication to fostering teacher growth, promoting collaboration, and meeting the diverse needs of students comprehensively. By prioritizing both individual and school-wide goals, PCHS consistently improves the teaching and learning experience for all stakeholders.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Visiting Committee Comments

The PCHS leadership and staff regularly meet to assess academic goals, plan resource allocation, and maintain instructional materials. PCHS has a Chief Business Officer who sits on various committees and oversees all the financial decisions made at PCHS. This involves collaboration at various levels, including PLC meetings, CTE teacher meetings, Department meetings, Department Chair meetings, Administrative Team meetings, Long Term Strategic Planning meetings, Town Hall meetings, and Board-Level meetings. The annual budget process engages the entire community, with departments, ASB, librarians, and management teams contributing to setting academic and facilities goals. Yearly audits and assessments are conducted, and the results are shared at Board Meetings. The school has a robust staff dedicated to facilities and IT which can be seen on the organizational leadership chart. Facilities are well maintained and safe for all students and staff. PCHS introduced a 1-1 technology policy at the beginning of the 2023 school year, guaranteeing computer access for all students. However, this initiative has highlighted challenges due to outdated infrastructure struggling to accommodate the increased demand for internet access and functioning computers. While PCHS established a tech center for student support, there is a disparity between needs and available support staff, and internet connectivity remains a barrier for many students.

Resources that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS leadership and staff regularly meet to assess academic goals, allocate resources, and manage instructional materials. Collaboration occurs at various levels through

committees like PLC, CTE, Department, Administrative Team, and more. The Chief Business Officer oversees financial decisions, engaging the community in budget processes and sharing results at Board Meetings. The school ensures facilities' maintenance and safety through a dedicated staff, although challenges persist in technology access due to outdated infrastructure and limited support staff at the tech center.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- PCHS ensures clarity and appropriateness of vision and purpose statements
- PCHS Board is actively engaged and involved in the mission and vision of the organization
- PCHS Board is made up of multiple stakeholders including current students, faculty, and parents
- Demonstrates strong commitment to diversity, equity, and inclusion initiatives and continued student-focused improvements
- Utilizes various avenues and committees to gather feedback and foster partnerships with stakeholders at PCHS.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Implementing structured Professional Development sessions that would include but not limited to: Development of Engaging Teacher Practices, Student Centered math curriculum (ie, Illustrative Math), culturally responsive classroom management, and integration of technology; within the bell schedule or school calendar, complete with a defined scope and sequence for staff's continuous professional growth
- Developing a streamlined process for multiple committees (such as PLC, Academic Achievement Committee, and LTSP) to collaborate and share updates collectively
- Enhance support services at the tech center, increasing support staff capacity, and improving internet connectivity to ensure equitable access for all students

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- PCHS Mission Statement is clear and directly tied into the schools LCAP Goals and Action Plan
- The PCHS Charter is accessible on their website and is referred to through Board Meetings, LAUSD Oversight meetings
- A PCHS Governance Structure Flow Chart can be found on the schools website which outlines the roles and responsibilities of the Leadership team at PCHS
- PCHS Board Meeting Minutes and Agenda are easily accessible from the schools website under the Governance section.

- Visuals of PCHSs Missions Statement and Student Learner Outcomes visible in multiple classrooms
- Staff and students reported multiple avenues of involvement in various governance committees
- PCHS created a Justice League organization which is representative of all advocacy clubs on campus to meet with Leadership and bring up concerns of equality and accessibility
- Despite every department having a PLC notebook, there was a noticeable lack of scope and sequence and consistency within department PLC notebooks and PD opportunities
- Focus groups with students and teachers revealed many challenges that have been brought to light from the 1-1 Technology initiative

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

B1.1 Current Educational Research and Thinking

Palisades Charter High School (PCHS) prioritizes a robust curriculum grounded in current educational research. Through regular meetings of the Curriculum Council and efforts led by department chairs, the

school ensures curriculum responsiveness to student needs and educational trends. PCHS emphasizes inclusivity and diversity, particularly in English and social sciences, expanding course offerings to include diverse voices and perspectives such as Latino Literature and African American History, reflecting its commitment to a culturally responsive education.

B1.2 Congruence with Schoolwide Student Goals

PCHS demonstrates strong congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness indicators. The Curriculum Council plays a pivotal role in ensuring alignment by evaluating curriculum and instructional practices regularly, with a focus on preparing students for success beyond high school. Professional learning communities (PLCs) are at the heart of the curriculum development at PCHS. PLCs provide dedicated time for teachers to collaborate and analyze data, ensuring that curricular decisions are informed by student performance and needs. Overall, PCHS's efforts to diversify course offerings, incorporate Schoolwide Learner Outcomes (SLOs) into instruction, and involve student voice and choice in decision-making processes contribute to the strong alignment between concepts, skills, goals, standards, and indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators

PCHS focuses on college and career readiness through diverse course offerings including computer science, VEI, dual enrollment, and CTE courses, emphasizing real-world applications and cross-disciplinary thinking. Interdisciplinary collaboration among teacher teams enhances understanding and critical thinking skills, while hands-on experiences and practical skills integration reinforce academic learning. The school prioritizes core competencies like communication and critical thinking, but could improve by implementing metrics to measure attainment and evaluate program effectiveness, ensuring continuous improvement in preparing students for post-high school success.

B1.4 Curricular Integration

Teachers at PCHS implement integration between areas of study, academic standards, and college- and career-readiness indicators through their diverse and rigorous course offerings. This integration extends into core academic classes, where students analyze real-world data and phenomena in math and science, while English teachers prioritize culturally inclusive texts to ensure all students feel represented and connected to the curriculum. Additionally, interdisciplinary collaboration among teacher teams in 9th-grade SLC pods fosters a holistic understanding of themes and topics, promoting critical thinking and problem-solving abilities essential for college and career success.

B 1.5 Community Resources and Articulation and Follow-up Studies

PCHS works to maintain a high level of engagement with community partners and resources, as well as regular articulation with feeder schools, local colleges and universities, and technical schools. The PCHS College Center serves as a comprehensive resource hub for students navigating the college application process and planning for post-secondary education. Additionally, the PCHS Career Technical Education (CTE) Advisory Board plays a pivotal role in overseeing and guiding the development, implementation, and effectiveness of the CTE program.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS provides a diverse and relevant curriculum tailored to student achievement and college and career readiness. They prioritize current educational research, ensure congruence with schoolwide learner goals and academic standards, offer diverse course offerings for college and career readiness, practice curricular integration, and maintain strong community engagement with feeder schools and partners. These efforts are reflected in the school's commitment to inclusivity, diversity, and student success beyond high school.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Visiting Committee Comments

B2.1 Variety of Programs — Full Range of Choices: PCHS is committed to providing equal opportunities for all students to access the curriculum. The school offers a diverse range of courses, extra-curricular activities, and support programs for students with varied interests and needs. The school emphasizes personalized exploration and preparation for career and college pathways both within and beyond the school. The College Center and 9th-grade Pods provide personalized support to students. Programs like the Equity Task Force and specialized intervention services help foster an inclusive learning environment. However, the school recognizes that ongoing assessment and adaptation of programs are essential to meet the evolving needs of students and to ensure equitable access to educational opportunities.

B2.2 Access to Curriculum, Including Real-World Experiences, by All Students: PCHS offers a rigorous and flexible curriculum, including CP, honors, and AP courses, as well as intervention services and programs like the Multilingual Program. The school integrates safety curriculum and equity initiatives

into its offerings to provide a holistic education that addresses real-world challenges. PCHS promotes equity in access to Honors and AP courses, enhances cultural relevance in the core curriculum, and fosters inclusive learning environments. Continuous evaluation and improvement of strategies to support diverse learners is also a critical aspect of the school's approach.

B2.3 Student-Parent-Staff Collaboration: Palisades Charter High School (PCHS) is committed to fostering a sense of belonging and collaboration among parents, students, and staff in developing and monitoring students' personal learning plans. Regular meetings held by the Special Education department, 504 program, and Student Success Team (SST) ensure ongoing monitoring of student progress and emotional well-being, with counselors actively involved in developing 4-year plans for all 9th graders to ensure college readiness. PCHS also prioritizes effective parent communication through platforms like ParentSquare, Schoology, and traditional mailings, ensuring that parents are informed about academic progress, events, and policies.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Palisades Charter High School provides equal access to education for all students through a diverse range of courses, extra-curricular activities, and support programs. PCHS promotes equity in access to Honors and AP courses, enhances cultural relevance in the core curriculum, and fosters inclusive learning environments. The school fosters collaboration among parents, students, and staff, prioritizes effective parent communication, and continuously evaluates and improves strategies to support diverse learners. The implementation of these approaches ensures that all students have equal access to education, are adequately prepared for their future endeavors, and have access to challenging courses and a diverse range of perspectives.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- PCHS offers a robust course offering, with a selection of levels that meet students' needs.
- There is an open willingness from leadership and SLCs to modify and add curriculum based on student input.
- There are ample student opportunities for inquiry, collaboration, and problem-solving within the classroom.
- 9th-grade Pods are effective in providing students with access to the curriculum through enhanced engagement and in allowing students to find a peer group aligned with their interests.

Growth Areas for Continuous Improvement for Curriculum:

- Additional strategies to help support Special Education students, African American, Latinx, SED, and ELL students, especially in the STEM content area.
- Clarify expectations and performance criteria for CP and Honors level distinctions in regard to

differentiation in the combined courses.

- Continue to find avenues to support African American, Latinx, and ELL students by adding opportunities for culturally relevant course offerings and curriculum within all courses.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- PCHS Course Catalog demonstrates the diversity and breadth of PCHS course offerings
- SLC Notebooks show a clear scope and sequence for English Department Courses' curriculum
- SLC Notebooks for other departments are varied in their completeness of curriculum.
- Policy of student choice in taking CP, Honors, and AP level courses
- Percentages of ethnicities of students enrolled in CP, honors, and AP course align with percentages of total campus enrollment.
- PCHS offers a large selection of classes. Both AP courses and CTE courses offer students multiple opportunities for learning through various modalities.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

The mission of PCHS emphasizes educational excellence and making positive contributions to the global community. Professional Learning Communities (PLCs) and Student Learning Communities (SLCs) meetings are structured for teachers to collaborate on instruction, focusing on challenging and relevant work such as research-based teaching methods, differentiation, and student engagement strategies.

Each semester, digital notebooks are provided containing meeting minutes, assessment materials, student samples, and other relevant data for review by coordinators and administration. PCHS teachers incorporate diverse cultural backgrounds into class activities, establish clear participation expectations, and utilize varied learning experiences like Socratic seminars, performances, labs, outdoor activities, TED talks, and more. Academic paraprofessionals support learning through tutoring and mentoring, while departments often allow revisions and retakes of assessments to reinforce concepts. Teachers adjust lesson plans based on formative assessments to maximize classroom success.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

At PCHS, students are familiar with course standards and performance expectations, with college and career readiness integrated into course designs. Teachers provide syllabi/course outlines at the start of each course, often requiring student and parent/guardian acknowledgment of expectations. Daily agendas are posted, and materials are organized using Schoology. Collaborative PLCs design assessments to provide feedback on student progress, informing instruction. Rubrics and grading standards are established for common assessments, with students often involved in peer editing and self-assessment. Student work samples demonstrate application of knowledge across content areas through tasks like performance tasks in math, essays and discussions in English, DBQs and Socratic seminars in social science, lab analysis in science, cultural presentations in world language, critiques in visual and performing arts, project-making in technology, and fitness journals in physical education.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS effectively engages students in challenging and relevant learning experiences, fostering inventiveness and communication of knowledge. With access to 1:1 devices and internet resources, students can analyze information and explore multimedia platforms. The school library and Schoology digital library offer a wealth of educational resources. Through department, PLC, and SLC meetings, teachers collaborate to create equity-centered learning environments and refine instructional strategies based on assessment results. Digital notebooks facilitate continuous improvement and accountability. Teachers prioritize clarity in learning expectations, aligning curriculum, instruction, and assessments within PLCs. Pacing plans and posted objectives enhance transparency for students. Feedback loops are integral, with teachers reflecting on assessment results and students providing feedback through various means. Diverse literature and cultural awareness promote global citizenship and empathy.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

At PCHS, teachers employ evidence-based instructional methodologies to promote student learning and encourage agency. Strategies like scaffolding, utilizing graphic organizers, and flexible grouping cater to diverse student needs. Teachers offer varied resources such as texts, multimedia, and manipulatives to accommodate different learning preferences. Technology, integral to PCHS's approach, enhances learning through interactive and personalized assignments facilitated by being a 1:1 device school. Schoology serves as a platform for electronic assignments, assessments, and discussions, providing immediate feedback to students. While technology enhances engagement and accountability, concerns about academic integrity persist, prompting the need for strategies to ensure responsible media usage.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

At PCHS, students are actively involved in the learning process both inside and outside the classroom. Teachers utilize differentiated learning strategies to accommodate diverse student needs, with support from the academic administrative team and teacher coaches. Students participate in research-based projects focused on school improvement and serve on academic committees like the LTSP and Board Committees. ASB Student Government addresses academic concerns through the Student Concerns Committee. Academic counselors offer information sessions and webinars to empower students in decision-making. PCHS emphasizes career preparation through a growing CTE program, aligning 9th-

grade PODS with CTE pathways and offering guidance on career and college plans. Assignments in various classes promote real-life skills, and over 100 student clubs cater to interests in careers and community service. The CTE Coordinator collaborates with West Los Angeles Community College for Work Experience coursework and educational opportunities.

Student-centered instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS prioritizes student-centered learning both inside and outside traditional classrooms, fostering active student participation. Teachers receive support from the academic administrative team and coaches to create student-centered classrooms, yet ongoing support is necessary for full student engagement. Research-based projects encourage critical thinking and collaboration, but teachers need additional assistance with differentiation strategies. Student committees like LTSP and ASB ensure student concerns are addressed. Academic counseling and career preparation services guide students, with CTE pathways integrated into the 9th-grade curriculum. Real-life skill assignments bridge academic learning with practical application. Over 100 student clubs enrich educational experiences and foster personal growth. By integrating academic and extracurricular activities, PCHS aims to empower students academically and professionally, promoting a culture of student-centered instruction through various strategies and resources. Further professional development can focus on standardized, equitable grading policies campus-wide.

CATEGORY C: LEARNING AND TEACHING

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Areas of Strength:

- Most classroom observations showed teachers employing diverse instructional and grading strategies, teaching methods, and technology-integrated curricula, ensuring accessibility for all students.
- PLCs at PCH emphasize collaborative learning, continuous improvement, shared goals, supportive environments, data-driven decisions, professional development, accountability, and positive school culture.
- The 1:1 Technology program implementation ensures equal access to technology and proficiency levels among students, thereby reducing educational inequalities for disadvantaged students.
- The dedication to nurturing positive relationships at PCH is evident, especially with the evolving student population, necessitating continued efforts. Students, teachers, and staff alike feel valued, respected, and trusted within the school community. This trust fosters a comfortable environment for individuals to express themselves, take risks, and collaborate, as highlighted in our meetings with student, staff, and leadership focus groups.

- PCH embraces diversity, celebrating the unique backgrounds, cultures, and identities of all community members. Through fostering an inclusive environment that respects and values diversity, PCH creates opportunities for learning, growth, and mutual understanding among both students and staff.

Areas of Growth:

- PCH leadership should persist in equipping staff with the essential skills to effectively interpret and analyze Special Education/Welligent data as well as NWEA/MAP testing data.
- PCH can further offer professional development opportunities focused on implementing standardized, equitable grading policies across all departments campus-wide.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Visiting Committee Comments

Palisades Charter High School (PCHS), utilizes various methods of assessment such as state-mandated

assessments, PLC common assessments, teacher-created tests, and informal checks for understanding. PCHS are also planning new policies and structures, including a testing week calendar and bell schedule, to cultivate a positive testing culture. In spring 2023, PCHS implemented NWEA testing for K-12 students to track progress and inform data-driven decisions, meeting California's evaluation mandates. These computerized tests adapt difficulty based on performance for accurate and personalized assessments, albeit in early stages without long-term progress data.

The school leverages technology, including Infinite Campus and Schoology, to collect, analyze, and communicate student performance data, ensuring transparency for parents and guardians. Assessment data is a focal point of discussion at monthly meetings and presentations to various committees, including the Board of Trustees and the Academic Accountability Committee. Additionally, teachers collaborate to maintain consistency in performance expectations across disciplines and grade levels, with initiatives like the Grading for Equity PLC leading professional development efforts and piloting equitable grading practices. Despite the unique charter structure, PCHS leaders remain responsive, regularly assessing academic programs and student growth expectations for effectiveness. Each month, the Academic Accountability Committee reviews presentations from departments, PLCs, and academic programs detailing the collection, analysis, and application of assessment data to drive continuous improvement.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS ensures equitable assessment practices by collecting, analyzing, and making accessible student performance data with stakeholders. However, grading and performance criteria may lack consistency across grade levels and subjects. PCHS utilizes assessment outcomes to drive program changes, professional development, frequency of collaboration and resource allocation for continuous improvement.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

At Palisades Charter High School (PCHS), teachers employ a variety of formative and summative assessment strategies to gauge student progress and tailor instruction to meet student needs. These assessments encompass classroom activities, projects, and informal checks for understanding facilitated by tools like Jamboards, Nearpod, Kahoots, and Quizlets. Student performance and grades are recorded in Schoology, allowing stakeholders such as students, parents, counselors, and other teachers to monitor progress.

PCHS is working on a feedback policy that will add Academic counselors to provide personalized attention to students throughout the year, tracking progress toward individual goals and graduation requirements. English Language Learners take the Summative ELPAC annually to assess proficiency levels, guiding placement in Academic Language Development classes. Similarly, students in Special Education track achievement through progress on Individualized Education Program (IEP) goals and academic core content. PCHS's Professional Learning Communities (PLC) prioritize student interventions, analyzing common assessment data to identify students in need of support, who may then be referred to the Coordination of Services Team (COST) or the Student Success Team (SST) for further assistance.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: At PCHS many teachers actively engage in determining and monitoring all students' growth and progress toward meeting schoolwide learner goals, academic standards, and college and career readiness expectations. PCHS has made it a goal for teachers to provide timely, specific, and descriptive feedback to support students in achieving their learning goals. Additionally, teachers utilize student feedback and dialogue to monitor progress and assess the relevance and effectiveness of learning experiences in preparing students for college and careers. Furthermore, the analysis of formative and summative assessments guides most teachers in modifying and adjusting curricular and instructional approaches. These practices collectively demonstrate a commitment to using student assessment strategies effectively to support high achievement for all students at PCHS.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Palisades Charter High School (PCHS) employs a diverse array of formative and summative assessment strategies, ranging from state-mandated assessments to PLC common assessments and teacher tests, ensuring a comprehensive grasp of student progress.
- PCHS increased access to technology through 1:1 Chrome books. Additional integrating technology into assessment practices, using platforms like Schoology to record and monitor

student performance while enhancing engagement through various digital tools for informal checks for understanding.

- PCHS fosters a collaborative culture among faculty, promoting regular collaboration within departments, PLCs, and with administrators, ensuring consistency in performance expectations and effective use of assessment data to guide instruction.
- PCHS emphasizes data-informed decision-making, with assessment data being thoroughly discussed and analyzed at multiple levels, including monthly meetings and presentations to the Board of Trustees and the Academic Accountability Committee.
- PCHS demonstrates a strong commitment to student support and intervention through initiatives like the Coordination of Services Team (COST) and the Student Success Team (SST), utilizing common assessment data to identify and provide targeted support for students in need. These strengths collectively contribute to a robust assessment and accountability framework at PCHS, underlining its dedication to fostering student success and continuous improvement.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Streamline assessment platforms and grading practices to ensure consistency across departments and PLCs
- Furthering efforts to expand the use of Equitable grading and instruction practices in all classrooms.
- Enhancing individualized student monitoring, particularly for English Language Learners and students in Special Education, could bolster support and intervention strategies.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence from the self-study and visit at Palisades Charter High School indicates effective assessment practices and student support initiatives. Teachers employ diverse assessment strategies, including formative and summative assessments, alongside informal checks for understanding using tools like Jamboards and Kahoots. Student progress is monitored through Schoology, and interventions are identified through PLC analysis, with students referred to support teams as needed. Additionally, English Language Learners' proficiency levels are assessed with the Summative ELPAC, and students in Special Education demonstrate achievement through progress on IEP goals and core content. Analysis of assessment data within PLCs informs instructional adjustments for continuous improvement, however timely modification of curriculum and strategies within the classroom is not consistent within classrooms. Teachers provide clear expectations through syllabi and offer feedback via various platforms like Schoology and ParentSquare.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals..

Visiting Committee Comments

E1.1: PCHS has effectively established a variety of opportunities and systems for the regular involvement of the family, business, industry, and the community. These stakeholders contribute to the various PCHS has a specific LTSP group that creates pathways for parents and community members to provide additional academic support and opportunities for students. Pali Period has dedicated time to bolster and create a culture to best support academic excellence for all PCHS students with a focus on safety, mental health and socio-emotional learning.

E1.2: School leadership works with department chairs to offer courses relevant to and reflective of the diverse student body including Black, Latino, and Chicano literature classes, US History through an African-American lens, and a world language curriculum that focuses on culture and customs. Although efforts are being made to offer courses relevant and reflective of the diverse student body, stakeholder input has revealed that there needs to be consistent training for teacher on DEI/culturally responsive instruction and how to identify and resolve potential issues that may arise in the classroom. The VAPA department conducts an annual showcase where students display various forms of medium including photography, illustrations, music, and dance.

E1.3: PCHS develops reciprocal relationships with its families by ensuring the use of standard two-way communication strategies like Parent Square and Schoology and family-teacher collaboration. PCHS welcomes families onto campus through Back-to School Nights, Family Orientations, and various campus engagement activities. PCHS ensures communications and school documents, such as Emergency Forms and Orientation Information, are also made available in Spanish, its second largest home language. PCHS serves over 115 zip codes and is making a proactive effort to hold virtual meetings in order to reach more families. As a result of stakeholder meetings, there needs to be continued effort in reaching out directly to some of the most prominent zipcodes outside of their immediate attendance area.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS staff employs culturally sensitive strategies and inclusive processes to engage families and communities in the learning and teaching of diverse students. The school

community appreciates the cultures of students and adults through several inclusive practices that utilize cultural understanding to support learning. School leadership builds strong rapport and trust with students, staff, families, and the community, honoring individual identities.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

E2.1 Policies and Resources

PCHS prioritizes a safe and orderly learning environment through policies, on-site security, and resources like the 24-hour StopIt anonymous tip hotline. Collaboration among teams and departments prioritizes student well-being and safety, including mental health support and online safety monitoring. Despite these efforts, student feedback suggests areas for improvement, such as equitable discipline practices and promoting respectful interactions among peers, highlighting the importance of ongoing support for school culture and climate.

E 2.2 Trust, Respect, and Equity

PCHS is deeply committed to fostering a supportive school culture that values individual differences and addresses social-emotional needs. Through policies and resources like on-site security and the StopIt anonymous tip hotline, the school prioritizes student safety. Collaboration among various teams ensures students receive academic and emotional support. Despite some concerns about disciplinary fairness and peer respect, PCHS remains dedicated to addressing these issues through ongoing initiatives. With over 150 clubs and partnerships, including with the Museum of Tolerance, PCHS provides inclusive spaces for students to express themselves. Overall, PCHS maintains a proactive approach to student well-being and inclusivity, creating a positive learning environment where all students feel valued.

E2.3 School Culture

PCHS shows dedication to inclusivity and diversity with over 150 clubs representing various cultural backgrounds, ensuring every student's voice is valued. The school prioritizes professional development for staff to create a culturally responsive environment. While PCHS has made significant strides in promoting student safety and inclusivity, there are still areas for improvement. Student survey data highlights concerns about discipline fairness and respectful treatment. Despite having over 150 clubs on campus, providing numerous opportunities for students to connect with like-minded peers, there's feedback indicating a desire for greater integration among clubs. Students suggest that more effort could be made to create opportunities for collaboration and interaction between different clubs.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: School leadership excels at implementing policies, regulations, and resources to ensure a safe and clean environment that nurtures learning for students. Leadership has created a learning environment that honors individual differences, social-emotional needs, and is conducive to learning.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

E3.1: There are 1.5 intervention counselors for academic counseling and mental health referrals. The

Mental Health Team houses 2 psychiatric social workers and two full-time psychologists. These counselors meet with students individually or in small groups. College Center has three full-time advisors and offers services such as assistance with college admissions, PSAT, AP proctoring. PCHS employs RN to administer medications, monitor glucose levels, and support other health needs. The Dean's Office offers a variety of Tier 2 interventions to provide alternatives to suspension such as restorative practices talks, collaboration with counseling offices to ensure students are receiving proper services, substance abuse counseling referrals, etc.

E3.2: Coordination of Services Team (COST) was created to support more critical forms of intervention. Team identifies, engages, and provides options for students no longer attending school with potential of becoming graduation cohort dropouts. Based on staff concern for an increase in students facing socio-emotional and academic challenges, the intervention team created a "one-stop" referral form for teachers to complete with their concerns. SST meetings help identify students before they need additional remediation, referral to alternative education, and/or drop out of school.

E3.3: There are other non-academic opportunities including athletic teams, Link Crew, ASB Student Leadership, DECA, and Mock Trial. Over 90% of students agree that there are many opportunities to get involved in school. There are over 150 clubs that focus on areas like culture, careers, unity on campus, and other contemporary life events. Students are also encouraged to create and organize any club that does not exist on campus.

E3.4: The Justice League is composed of student organizations, such as Black Student Union, Queer Student Union, and the Jewish Student Coalition to address and promote unity on campus. Students are empowered to create and organize any club that does not currently exist. ASB produces leadership show videos every month to keep students informed on news and activities happening on campus. They also administer surveys to the students and keep administration informed on ASB-sponsored events such as Homecoming, Prom, etc. It is recommended that PCHS staff ensure that all students are aware of various ways to be involved at PCHS, to advocate for themselves, and feel a sense of belonging.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The school team ensures comprehensive support for student success, encompassing academic, social-emotional, and multi-tiered approaches. Students with special talents and/or needs access personalized services both within and beyond the school. Staff actively implement and assess tailored academic support methods. Leadership and staff continually refine personalized approaches to meet academic standards and career goals. Students boost self-efficacy, fostering valuable personal and community ties to advocate for their needs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- The Dean's Office offers a variety of alternatives to suspension/expulsion such as restorative

practices, substance abuse referrals and collaboration with the counseling department.

- The 504 classroom provides a safe and supportive environment for students who seek extra social-emotional assistance. It fosters a welcoming atmosphere where students can develop and put into practice academic skills and self-advocacy.
- The Multilingual Room offers a space for current and reclassified English learners to come together and form a community. A map displayed on the wall allows students to show where they're from, fostering connections among peers. Staff act as intermediaries between students, families, and teachers, bridging the gap between school, students, and their families. Additionally, they provide teachers with strategies to support students effectively in their classrooms.
- School safety and security is strong, and relationships between security staff and students add to a culture of inclusion and respect.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- PCHS should maintain ongoing training sessions for teachers focused on diversity, equity, and inclusion (DEI)/culturally responsive instruction. These sessions should help teachers identify and effectively address any potential issues that may arise in the classroom, providing them with strategies for resolution.
- Improve the process of guaranteeing that all students are aware of various ways to be involved at PCHS, to advocate for themselves, and feel a sense of belonging.
- Ensure that all teachers at PCHS are consistently accessible and linked to the multiple support programs on campus. This confirms a supportive and safe classroom environment for students.
- PHCS staff can work with students to find opportunities for clubs to collaborate and build relationships with other clubs on campus.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Focus group interviews, document reviews, meetings with directors, classroom observations, 1:1 discussions with teachers, website review.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

Stakeholder Engagement and Partnership:

- There is broad stakeholder engagement and partnership that ensures clarity and promotion of PCHS mission and vision, participation in decision-making processes, utilization of various

avenues for gathering feedback, and fostering partnerships, all while nurturing positive relationships and creating a trusting and inclusive environment.

A diverse campus that celebrates its students:

- The school demonstrates a strong commitment to Diversity, Equity, and Inclusion (DEI) initiatives for students by actively celebrating diversity, fostering an inclusive environment, and providing support for diverse student populations, thus celebrating unique identities within the school community.

Academic Excellence and Support:

- The school prioritizes academic excellence and support through its robust course offerings, flexible curriculum, and evolving assessment strategies driven by data-informed decision-making.

Student support programs:

- There is a wide array of student-informed support and intervention programs aimed at fostering success for all learners.

Implementation of 1:1 technology:

- The school's implementation of a 1:1 technology program ensures equal access for all students, with technology integrated into assessment practices and instruction, fostering a collaborative culture among faculty members to effectively utilize technology in education.

Safe and Supportive Environment:

- The school promotes a restorative approach, offering alternatives to suspension/expulsion through restorative practices, providing specialized support environments such as the 504 classroom and the Multilingual Room, and emphasizing school safety and security to cultivate a culture of inclusion and respect within the community.

Schoolwide Growth Areas for Continuous Improvement**Professional Development and Curriculum Enhancement:**

- Implement structured Professional Development sessions encompassing Engaging Teacher Practices, Student-Centered math curriculum, culturally responsive classroom management, and technology integration, with a defined scope and sequence for continuous professional growth.

Committee Collaboration and Communication:

- Develop a streamlined process for committee collaboration, including PLC, Academic Achievement Committee, and LTSP, to facilitate collective sharing of updates and collaboration.

Technology and Support Services:

- Enhance support services at the tech center to increase staff capacity and improve internet

connectivity, ensuring equitable access for all students.

Student Support and Curriculum Adaptation:

- Implement additional strategies to support Special Education, African American, Latinx, SED, and ELL students, especially in STEM areas, and clarify expectations and performance criteria for CP and Honors level students in combined courses.

Data Analysis and Grading Policies:

- Provide consistent training for staff on interpreting Special Education/Welligent data and NWEA/MAP testing data, and offer professional development opportunities focused on implementing standardized, equitable grading policies campus-wide.

Assessment and Monitoring

- Streamline assessment platforms and grading practices across departments and PLCs, expand the use of equitable grading and instruction practices, and enhance individualized student monitoring, particularly for English Language Learners and students in Special Education.

Diversity, Equity, and Inclusion (DEI) Initiatives:

- Offer consistent training for teachers on DEI/culturally responsive instruction and ensure the availability of all support programs to maintain a supportive and safe environment for students.

Student Engagement and Empowerment:

- Collaborate with students to find opportunities for club collaboration and relationship-building on campus, and ensure students are aware of various ways to be involved at PCHS, fostering a sense of belonging and empowerment.

The visiting committee concurs *overall* with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. However, the school's individual growth areas for continuous improvement as they are written below (from the original Schoolwide Action Plan) may be too broadly written to meaningfully inform the school as to its progress on targeted growth areas.

GOAL #1: School Culture: Improve PCHS climate and culture by increasing student academic outcomes and self-efficacy by increasing resources designed to support and foster regular attendance, academic integrity, mental health, and positive interpersonal relationships.

GOAL #2: Academic Support: Ensure that all students are making adequate academic progress by using data to identify or to improve appropriate intervention programs, in-class supports, IEP and 504 accommodations, and Pali Period offerings. Current data suggests that focused attention be directed at better-aligning curriculum content in mathematics and science with state standards and test blueprints.

In order to create more focused and measurable goals, the Visiting Committee is recommending that PCHS may consider breaking down the existing broad goals into smaller, more specific objectives that address individual aspects of school improvement. Furthermore assigning "owners" and projected completion dates for each goal and subgoal, may assist the school with tracking progress.

The Visiting Committee's suggested refinement of the school's original Action Plan goals are as follows:

Goal #1: School Culture: Establish steps and initiatives that support a diverse school culture and engaged climate which fosters positive student peer relationships and prioritizes mental wellness initiatives, as evidenced by improved student attendance rates, enhanced self-efficacy, increased sense of belonging and broader participation and collaboration among student clubs.

The Visiting Committee recommends adding a sub-goal to Goal 1 that would help the school to create a deliberate check-in and response to student perspectives regarding school culture.

Goal #2: Student Academic Progress: Provide academic support for all students through utilization of relevant student academic data to identify, implement and enhance intervention programs as measured by improved student academic progress and outcomes

Goal #3: Curriculum Development: Create pathways for advanced course enrollment in Math and Science through aligning math curriculum with state standards and blueprints, and aligning Science Curriculum with NGSS Standards and CAST blueprint, enhancing the curriculum with engaging, real-world relevance.

Goal 4: Professional Development: Provide consistent and embedded professional development scheduled throughout the year, that addresses an evolving and diverse school culture by implementing further culturally responsive teaching protocols, supports student academic needs, and regularly engages teachers in the school curricular and technological updates.

Chapter 5: Ongoing School Improvement

PCHS's schoolwide Action Plan focuses on two main "umbrella" areas under which the school has identified growth opportunities. Each goal has several sub-goals that will support the school's ability to initiate change based on the identified areas of growth within the self-study. The first goal is designed to enhance the school's climate and culture, aiming to boost student academic achievement and self-efficacy through increased resources dedicated to promoting regular attendance, academic integrity, mental health, and positive interpersonal relationships. Additionally, the school is committed to providing academic support to ensure all students make sufficient progress, utilizing data to identify and enhance intervention programs, in-class supports, and accommodations like IEP and 504 plans, as well as optimizing offerings during the Pali Period. Current data highlights the need for targeted efforts to align curriculum content in mathematics and science with state standards and test blueprints.

The school is committed to enhancing student well-being and academic success. Efforts include improving attendance rates, fostering positive relationships, teaching life skills and media literacy, and ensuring academic integrity. There's also a focus on enhancing math and science education, aligning accommodations with student needs, and implementing cohesive data systems for effective intervention and measurement of success.

The follow-up process outlined by PCHS for implementing and monitoring the schoolwide action plan appears comprehensive and structured. Weekly administration meetings, attendance updates, and quarterly curriculum council meetings provide regular opportunities for reviewing progress and addressing issues. Additionally, the utilization of CAASPP data review, Ed-Partner Surveys, and involvement of various committees demonstrate a multi-faceted approach to monitoring and accountability. Involvement of the Board of Trustees ensures oversight and resource allocation alignment with school goals. However, to ensure effectiveness, it would be essential to ensure that these processes are consistently implemented and that data gathered is utilized for informed decision-making and adjustments to the action plan as necessary. Regular evaluation of the follow-up process

itself would also be beneficial to identify areas for improvement and ensure ongoing effectiveness in achieving the school's objectives.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has a very thorough, and well-thought out plan that is broad and encompasses the many identified student learning needs, and student outcomes. The plan is comprehensive in nature and provides an appropriate and ambitious long-range vision for where the school wants to go. The school is encouraged to review the plan, and determine if there are any further opportunities to create refined goals that may provide the school with better tracking of outcomes and progress.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: PCHS has a very dedicated staff that is highly committed to ensuring that all students succeed. The school administration is well-versed and professionally equipped to carry out the school's schoolwide action plan, while engaging the width of broad stakeholder support. Given the school's resources, leadership and committed staff, students and parents, the school is highly capable of carrying out the schoolwide action plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students		X		
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)		X		
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		

Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			



Palisades Charter High School

ACS WASC Visiting Committee Final Presentation



PALISADES HIGH SCHOOL

Anonymous Tip Line
TXT 310-570-6111

Palisades Charter High School ACS WASC Visiting Committee Final Presentation



Focus on Learning asks...

- How do you know that all students are achieving based on our schoolwide student goals and academic standards?
- Is the school doing everything possible to support high achievement for all its students?





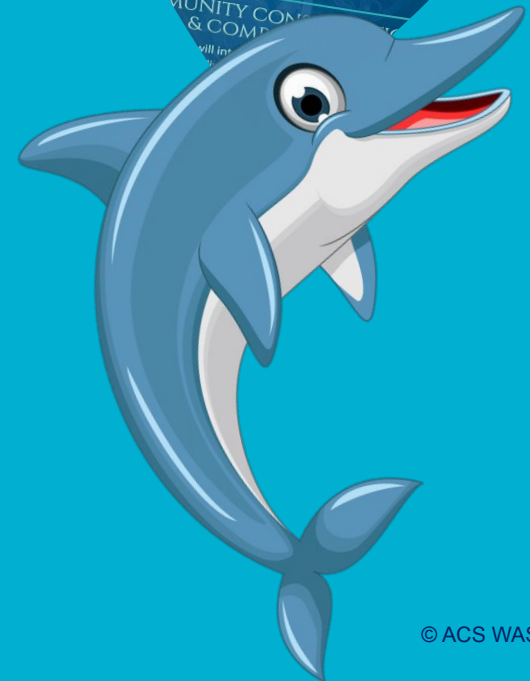
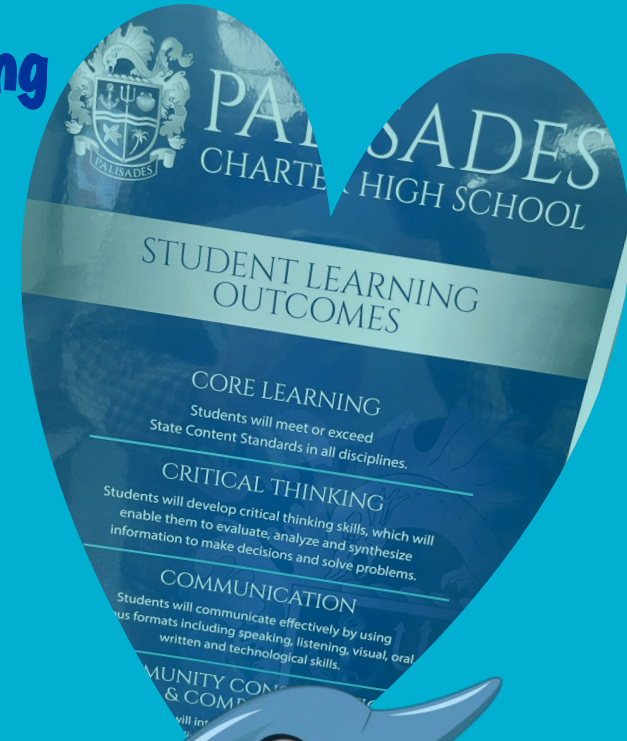
Organization for Student Learning

Areas to Celebrate

- Vision and Mission Statement
- Representation in Board of Trustees
- Highly effective leadership team
- Commitment to diversity, equity, and inclusion
- Feedback and foster partnerships with stakeholders

Areas for Focus

- Implementing structured Professional Development with a defined scope and sequence
- Developing a streamlined process for multiple committees
- Enhance support services at the tech center & improving internet connectivity to ensure equitable access for all students





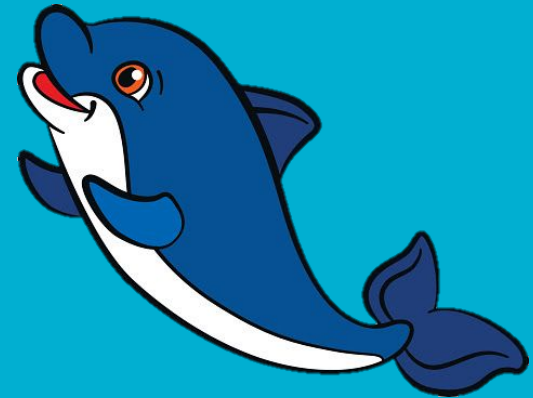
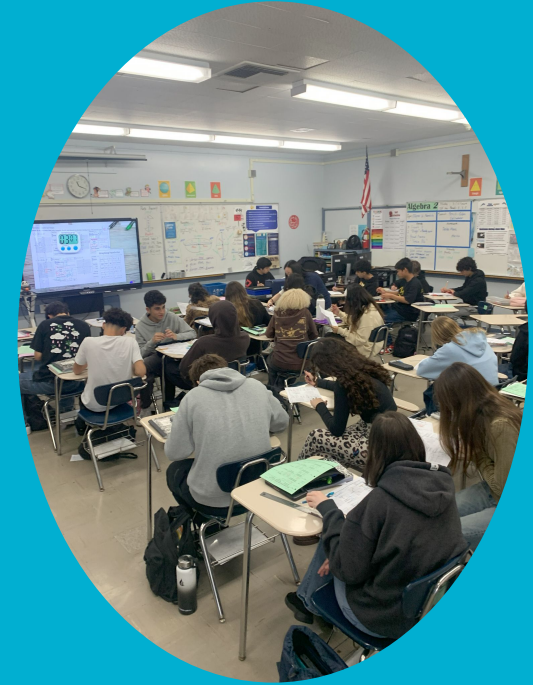
Curriculum

Areas to Celebrate

- Robust course offerings open to all students
- Willingness to adapt offerings and curriculum based on student choice and input
- Student inquiry, collaboration, and problem-solving within the classroom
- 9th-grade Pods

Areas for Focus

- Clarify distinctions between CP and Honors expectations in combined courses
- Continue to support, engage, and represent African American, Latinx, and ELL students through culturally relevant course offerings and curriculum in all courses, especially in STEM courses





Learning and Teaching

Areas to Celebrate

- Diverse instructional strategies, grading methods, and technology
- PLCs' continuous improvement of shared goals for achievement and culture
- 1:1 Technology program improving equity and access to 21st-century learning
- Nurturing positive relationships valuing all community members, embracing diversity, and fostering an inclusive environment

Areas for Focus

- Equipping staff to interpret and implement accommodations for Special Education/Welligent data and NWEA/MAP testing data
- Standardized, equitable grading practices and policies



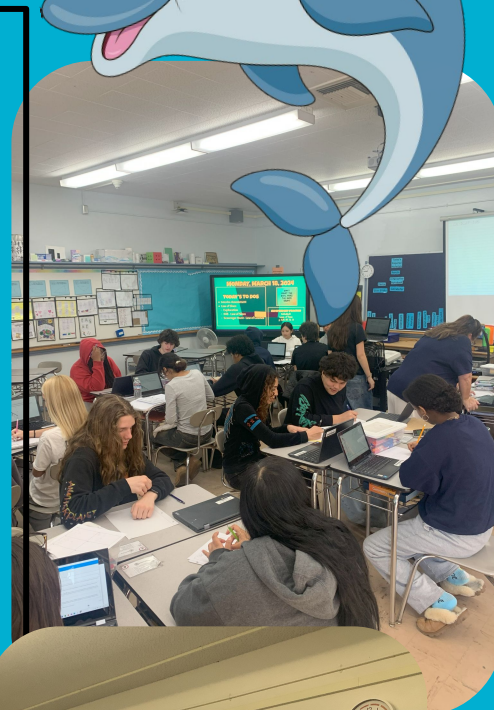


Assessment and Accountability



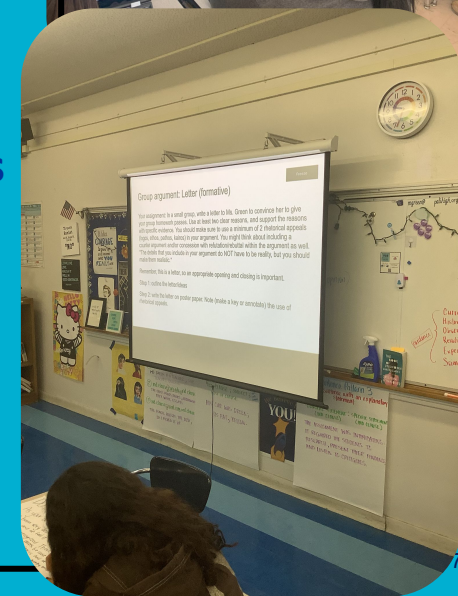
Areas to Celebrate

- Boasts a diverse array of formative and summative assessment strategies, state-mandated, PLC common assessments, integrating technology into assessment practices
- Utilizing platforms like Schoology to record and monitor student performance and share student progress with educational partners
- Fosters a collaborative culture among faculty, promoting regular collaboration within departments, PLCs, and with administrators



Areas for Focus

- Expand the use of Equitable grading and instruction practices and in all classrooms.
- Enhancing individualized student monitoring
- Streamline assessment platforms and grading practices to ensure consistency across departments and PLCs





School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Areas to Celebrate

- The Multilingual Room offers a space for students to come together and form a community through their diversity
- The 504 classroom fosters a welcoming atmosphere where students feel safe and supported
- The Dean's Office offers a variety of positive alternatives to suspension/expulsion
- School safety and security is strong, and relationships between security staff and students add to a culture of inclusion and respect

Areas for Focus

- Diversity, equity, and inclusion (DEI)/culturally responsive training
- Ensuring all students are aware of various ways to be involved
- All teachers are accessible and linked to the multiple support programs on campus
- Clubs collaborate with clubs





Celebrate Schoolwide Strengths

- Stakeholder Engagement and Partnership
- Nimble, responsive and responsive staff
- A diverse campus that celebrates its diverse student population
- Academic Excellence and Support
- Student support programs: 160+ Clubs!
- Implementation of 1:1 technology
- Safe and Supportive Environment
- Returning alumni who are now Dolphins





Growth Areas for Continuous Improvement

The self-study identified and work should continue on:

- Professional Development and Curriculum Enhancement
- Committee Collaboration and Communication
- Technology and Support Services
- Student Support and Curriculum Adaptation
- Data Analysis and Grading Policies
- Assessment and Monitoring
- Diversity, Equity, and Inclusion (DEI) Initiatives
- Student Engagement and empower



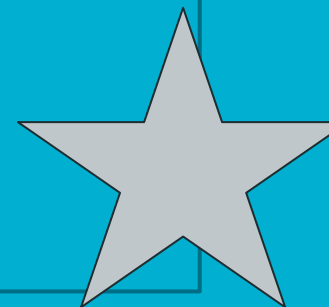
As you plan and implement your work, include:

- Stakeholder feedback and monitoring
- Regular review of updated data and processes
- Designated time for professional development for all staff throughout the year



Schoolwide Action Plan

GOAL #1: School Culture: Improve PCHS climate and culture by increasing student academic outcomes and self-efficacy by increasing resources designed to support and foster regular attendance, academic integrity, mental health, and positive interpersonal relationships.



GOAL #2: Academic Support: Ensure that all students are making adequate academic progress by using data to identify or to improve appropriate intervention programs, in-class supports, IEP and 504 accommodations, and Pali Period offerings. Current data suggests that focused attention be directed at better-aligning curriculum content in mathematics and science with state standards and test blueprints.





BE ON PRONOUNS

more inclusive environment. In this short video, we commit to the practice of using correct gender pronouns for the acceptance and respect of ALL those that are transgender and diverse gendered in our community.

What if I make a mistake with a person's pronoun?
IT'S OKAY! Everyone slips up from time to time. The best thing to do if you use the wrong pronoun for someone is to say something right away, like "Sorry, I meant (insert pronoun)." If you realize your mistake after the fact, apologize in private and move on.

Why is it important to respect people's pronouns?
YOU CAN'T ALWAYS KNOW WHAT SOMEONE'S PRONOUNS ARE BY LOOKING AT THEM. Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for their gender identity. When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, ignored, demeaned or dehumanized (often all of the above).

Why should I have a gender pronoun tag?
Having a gender pronoun button (attaching GP to social media name display) is a great way to:

- **SHARE** your gender pronoun identity and teach others
- **MODEL** correct gender pronoun use
- **REDUCE** the stigma and discomfort people feel associated with gender diversity
- **AVOID** HEARING DISRESPECTFUL comments based on individual external characteristics

What are some of the most common gender pronouns?
There are also lots of gender-neutral pronouns in use. Here are a few you might hear:

- **She/her/hers and he/him/his** are a few commonly used pronouns. Some people call these "feminine" and "masculine" pronouns, but they avoid these labels because not everyone who uses "he" feels like a "male" or "masculine."
- **They/their/theirs** These are their best because they were never hung up. This is a pretty common gender-neutral pronoun and it can be used in the singular. In fact, "they" was voted as the Word of the Year in 2015.
- **Ze/hir/hir** "Ze" can be hard because it was never hung up. "Zis" is pronounced like "see" and can also be spelled "ze" or "ze". "Hir" is pronounced like "her" and "theirs" is pronounced like "theirs".
- **Just my name please!** Ask for your name to be used. Ask with confidence. People prefer not to use incorrect pronouns, using their name as a pronoun instead.

The use of "they" or "theirs" is often used as a gender-neutral pronoun only when the gender of the individual is unknown or when the individual is non-binary.

PALISADES CHARTER HIGH SCHOOL
Empowering Educators. Inspiring Students.



Coversheet

Academic Accountability Committee Update

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Update
Purpose: FYI
Submitted by:
Related Material: AAC Board Report 04_16_2024.pdf
AAC Meeting Minutes 03_21_2024.pdf
Counseling Office.pdf
PCHS Counseling AA March 2024.pdf
State Testing for Academic Accountability.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Academic Accountability Report Board of Trustees Meeting April 16, 2024

March 21, 2024 Meeting Recap

The AA Committee continued its cycle of department and program presentations this month with representatives from the following programs speaking to the group: State Testing Program and Counseling Department. Meeting minutes and copies of the presentations can be found on the AAC's page on PCHS website.

The Intervention & Credit Recovery Program will present at the next meeting.

Next Meeting: April 25, 2024

ACADEMIC ACCOUNTABILITY COMMITTEE

Regular Meeting

March 21, 2024

Room D204

3 pm

I. PRELIMINARY – 5 minutes

A. Call to Order and Roll Call M Ngo

Attendance: Michael Friedman, Randy Tenansnow, Minh Ha Ngo, Paul Mittelbach, Stephen Klima, Nicole Newble, Rebecca Houriani, Melissa Harris, Chris Lee, Taylor Regen, Tyler Farrell, Ghazal Yashouafar

B. Approval of Minutes: 3/21//2024

Clarification is needed regarding the information about the GPA boost for the Dual Enrollment. Minutes need to be amended: Colleges might add a GPA boost for the Dual Enrollment, PCHS does NOT give Bonus Points for Dual Enrollment classes like we do for AP classes.

Motion to Approve the minutes: Paul Mittelbach

Seconded by: Ghazal Yashouafar

Minutes approved by all in attendance.

Abstained (absent at previous meeting): Tyler Farrell, Minh Ha Ngo, Melissa Harris

II. PUBLIC COMMENTS – max 16 minutes

A. The parent of a tenth grader is concerned that Ms. Rivin has been out for several weeks. Parents don't know when the teacher will return. There is no communication with parents, and a lack of education occurs in the Math Analysis classroom. Parents felt they could have gotten a tutor had they known what was occurring. Many parents emailed and did not receive communication back. The learning loss is terrible because the units build upon each other. Some questions are as follows: Can the teachers on campus rotate in to teach some? Can students have access to Virtual Academy? It felt that there could have been solutions instead of a six-week learning loss.

B. Is there a plan to ensure students have working computers because of computer problems? Additionally, please ensure a plan is in place for the AP Language teacher who is out on leave. Furthermore, can the Virtual Academy students have a designation on the transcript because it is unfair? Or can we require students to come in person for their assessment? The parent claimed more cheating occurs when students test remotely than in person.

III. State Testing presented by Lisa Saxon, testing coordinator

A. School-wide testing week is the week of April 8

B. Families have been notified of the testing week and the necessity of a charged school-issued computer

- C. Two assessments will be given. The CAASPP and CAST test (English, Math, and Science) will be given to grade 11
- D. The Northwest Evaluation Association (NWEA) is given to all grade levels, testing on Reading, Language, Math, and Science
- E. The NWEA is used for growth goals
- F. Testing calendar was shared both testing times and subject matter
- G. Tests are untimed. For the NWEA, though, students should not spend time on unfamiliar problems because the test is adaptive and will adjust to their level. It will give disaggregated data that will go back to the PLCs for teaching
- H. Last year, we tested 99% of eligible students
- I. Last year, math scores decreased. Potentially because of the testing culture. Is part of the drop due to math courses taken outside of Pali?
 - J. ELA test scores did not decrease. The Hispanic numbers were closing the achievement gap. Some ideas are because of the English Dept diversifying the texts and the work of the Fuerza Unida group building self-efficacy
 - K. Please see the materials for more information.

IV. Counseling Department

- A. Most students stay with the same counselor for all four years
- B. Counselor Responsibilities: Discuss academic pathways; check graduation progress, college requirements, and course planning; coordinate with teachers, parents, and students
- C. Have a course planning website and webinars
- D. COST: Coordinate the services team that works with students with attendance, behavior, or mental health issues. Teachers and students can refer students, and students can refer friends too. They use the easy-to-access Pali bookmarks.
- E. New Academic Intervention Counselor: Credit Recovery and working individually with students who need extra academic assistance.
- F. There is a COST Intervention Referral instruction graphic on Schoology
- G. Counselors address students with socio-emotional problems or will refer them to our Mental Health team, help students with dual enrollment courses
- H. Counselors have an open-door policy
- I. New Changes: Increase online resources such as the website and research classes. Increase in Mental Health. Peer Mediation growth. Working with Interns. Use Parentsquare for course summaries and graduation needs. Interns are working on new programs for math assistance and lunch bunch meetups.
- J. Challenges and Concerns:
 1. Managing expectations parents and students desire to meet, but time is very compromised, and caseloads are large
 2. Caseloads are extremely large
 3. Special Education has a security breach in their system, making placing students in the correct classes difficult. This is being addressed but is not resolved
 4. Could use Professional Development besides the PD for teachers, such as for mental health and crisis skills
 5. Significant increase in mental health concerns and referrals
 6. Student conflict on the rise that needs mediation
 7. Counselors want to address every student and parent, but the counselor load is too high

K. Please see materials for more information.

V. WASC summary-Tyler Farrell

- A. The school is working on some edits with the WASC team
- B. LTSP will be discussing WASC and revising the school plan
- C. The report submitted is on the PCHS website - 100 pages cover to cover
- D. WASC did a presentation that will be uploaded to the PCHS website
- E. In May, PCHS will receive their scores

VI. Pali Period Task Report requested for April Board meeting: How can we move away from just PP study halls?

VI. April Presentations will be: CR/Intervention/VA

VIII. Next Meeting is on April 25, 2024

DRAFT

Counseling Office

How does your department utilize PLCs and/or SLCs? Provide information on the makeup of each group including how often they meet, and a sampling of what is discussed/reviewed during these meetings.

We work closely as a department, have weekly meetings and align our regular tasks, but do not have a formal PLC or SLC

How is the department utilizing data, including surveys, assessment scores, etc. to inform curriculum design and decision making? Does the data suggest the implemented interventions are providing the necessary support to students who need them?

This is not really relevant to us, but we do use grade information for placement and referrals to intervention programs.

Elaborate on any new courses your department has added within the past 3 years. Please include the course title, a brief description, and other relevant information(A–G, UC Honors, AP, CTE Pathway, etc.).

N/A

Specific steps each course, Professional Learning Community (PLC) or Small Learning Community (SLC) has taken (or is taking) to align the course/curricula are relevant, rigorous, and includes representation from marginalized populations?

N/A

How has your department utilized the self-selected Pali Period time?

We have course planning webinars every semester to help students plan their courses and inform them of resources on campus.

How has your department's curriculum delivery changed since the implementation of our 1:1 Device Program?

N/A

Provide a candid, honest, and detailed discussion of the department's strengths and challenges. Include areas in which the Board of Trustees can aid the department, steps the administration and department are taking to improve areas where the department is challenged and solidify areas of strength.

Strengths:

- **Counselors have had annual retreats to review and refine our program and processes. From that, we have increased individual meetings with students, increased our online resources, and added interventions that are more effective. Example include:**
- **ONLINE RESOURCES -**
 - **Counselors created a programming website at go.palihigh.org/courseplanning with tools and resources for students to explore and plan their four years at Pali.**
 - **Counselors worked with department chairs to update the course catalog at go.palihigh.org/palicourses so students can research and learn about course offerings.**
- **INTERVENTION COUNSELOR - Pali has hired a full-time intervention counselor to work with students who are at risk of failing and not graduating, overseeing credit recovery.**
- **COST - We have revised the COST process to identify students who need interventions and triage students to other programs, such as mental health, special education, attendance and behavior.**
- **PARENTSQUARE - Counselors are using this tool to proactively communicate with parents about a student's graduation status, credit summary and other relevant announcements.**
- **PEER MEDIATION - Peer mediators are trained to facilitate conversations between students who are in conflict. Referrals generally come from the dean's office and are increasing.**
- **DUAL ENROLLMENT - Our partnership with WLA college has increased to five course offerings, with over 120 students successfully completing college classes for high school and college credit.**
- **INTERNS - We have three counseling interns who have been helping with groups on campus, including a math intervention group, after school executive functioning group and the lunch bunch.**

Challenges:

- **Managing expectations - American School Counselor Association recommends 250 students as a caseload for academic counselors. We have 375 in a very involved community with high expectations.**
- **Special Education - Welligent access has been limited which results in delayed or limited information about new students with IEPs. Counselors need better information on class placement for those students.**
- **Professional Development - PD is often teacher-related and we would appreciate trainings in technology, and student issues like bullying and suicide risk assessment.**

PCHS COUNSELING

ACADEMIC ACCOUNTABILITY MARCH 2024

HEATHER SCHON, DEPT. CHAIR & CHRIS LEE, ASST. PRINCIPAL

WHO ARE WE?



AMAZING!

Syndia Olmos

Last Names: **A - Cal**

Tom Seyler

Last Names: **Le- Mor**

Adelina Aleman

Last Names: **Cam - Far**

Elva Pouya

Last Names: **Mos - Ri**

Nicole Newble

Last Names: **Fas - Her**

Heather Schon

Last Names: **Ro - Su**

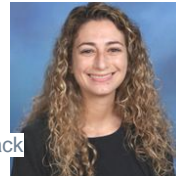
Molly Hahn

(Hafferkamp)

Last Names: **Hes - La**

Bethany Hutchinson

Last Names: **Sv - Z**



**ALLISON RAYNER-
INTERVENTION COUNSELOR**

KEY PROGRAMMING RESPONSIBILITIES

- ACADEMIC PATHWAYS/OPTIONS
- GRADUATION PROGRESS/CREDIT CHECKS
- COLLEGE REQUIREMENTS
- COURSE PLANNING WEBSITE AND WEBINARS
- COORDINATION WITH TEACHERS, PARENTS AND STUDENTS

○



KEY COUNSELING RESPONSIBILITIES

- COST - ATTENDANCE, BEHAVIOR, MENTAL HEALTH
- ACADEMIC INTERVENTION
- STUDENT OUTREACH
- SOCIOEMOTIONAL SUPPORT



EXCITING CHANGES

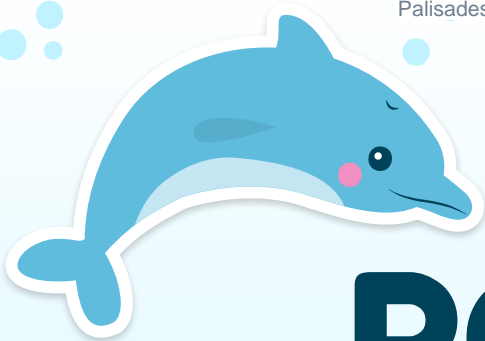
- ONLINE RESOURCES
- INTERVENTION COUNSELOR
- COST
- PARENTSQUARE
- PEER MEDIATION
- DUAL ENROLLMENT
- INTERNS



CHALLENGES & CONCERNS

- CASELOADS / MANAGING EXPECTATIONS
- SPECIAL EDUCATION
- PROFESSIONAL DEVELOPMENT
- SIGNIFICANT INCREASE IN MENTAL HEALTH CONCERNS & REFERRALS
- STUDENT CONFLICT





PCHS State Testing



Lisa Saxon, PCHS Testing Coordinator
Monica Iannessa, Assistant Principal



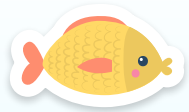


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Professional Development, Staffing and Student services



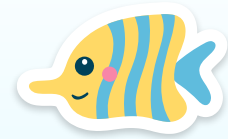
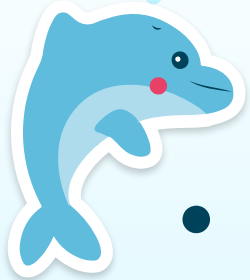


01

April 8

PCHS testing week

Assessments



- **California Assessment of Student Performance & Progress (CAASPP)**
 - **Grade 11 only**
 - **ELA, Mathematics**
 - **Science**

- **Northwest Evaluation Association (NWEA)**
 - **All Grades**
 - **Reading, Language, Math, Science**

PCHS Testing Calendar

Grade level	April 8 even	April 9 odd	April 10 even	April 11 odd	April 12 even
9	Testing Info Math IAB	NWEA Reading	NWEA Language	NWEA Math	NWEA Science
10	Testing Info Math IAB	NWEA Reading	NWEA Language	NWEA Math	NWEA Science
11	NWEA Science NWEA Language	SB ELA CAT CAST	SB ELA PT	SB Math CAT SB Math PT	NWEA Math
12	NWEA Science	NWEA Math	NWEA Language	NWEA Reading	Senior graduation tasks

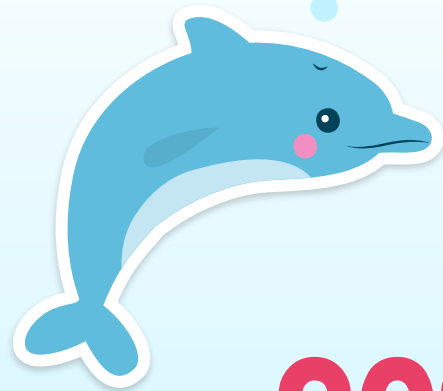
- *SB=Smarter Balanced*
- *CAT=Computer-Adaptive Test*
- *PT=Performance Task*

PERIOD	TIME	LENGTH
P.1/P.2	8:30 AM - 9:45 AM	75
NUTRITION	9:45 AM - 10:05 AM	20
PASSING	10:05 AM - 10:12 AM	7
TESTING- INTRO	10:12 AM - 11:27 AM	75
LUNCH	11:27 AM - 12:02 PM	35
PASSING	12:02 PM - 12:09 PM	7
P.3/P.4	12:09 PM - 1:24 PM	75
PASSING	12:24 PM - 1:31 PM	7
P.5/P.6	1:31 PM - 2:46 PM	75
PASSING	2:46 PM - 2:53 PM	7
P.7	2:53 PM - 3:48 PM	55

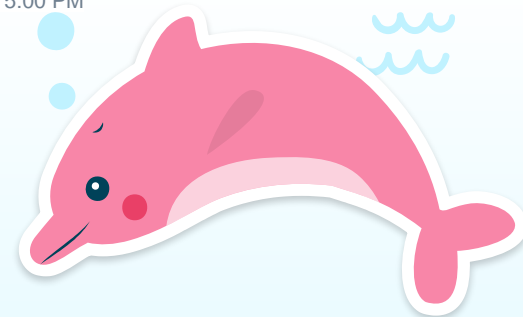
Monday - 75 minute testing window

Tuesday, Wednesday, Thursday and Friday 2-hour testing window

PERIOD	TIME	LENGTH
P.1/P.2	8:30 AM - 9:30 AM	60
NUTRITION	9:30 AM - 9:50 AM	20
PASSING	9:50 AM - 9:57 AM	7
TESTING	9:57 AM - 11:57 AM	120
LUNCH	11:57 AM - 12:32 PM	35
PASSING	12:32 PM - 12:39 PM	7
P.3/P.4	12:39 PM - 1:39 PM	60
PASSING	1:39 PM - 1:46 PM	7
Per. 5/6	1:46 PM - 2:46 PM	60
PASSING	2:46 PM - 2:53 PM	7
P.7	2:53 PM - 3:48 PM	55

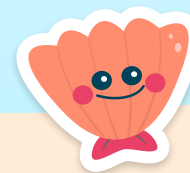


02



2023 state results

Smarter Balanced
English Language Arts (ELA)
Mathematics



99%

We tested more than 99 percent of eligible students!
Assessments were administered in grade-level ELA and
Social Studies classes last spring.



PCHS State Math Results

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

**Downward trend: 41% to 38% meet or exceed
Increase in number of students taking math outside
of PCHS**

PCHS ELA Results

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

No Change in number of students meeting, exceeding standards
Hispanic/Latino students closing achievement gap



03

Comparison

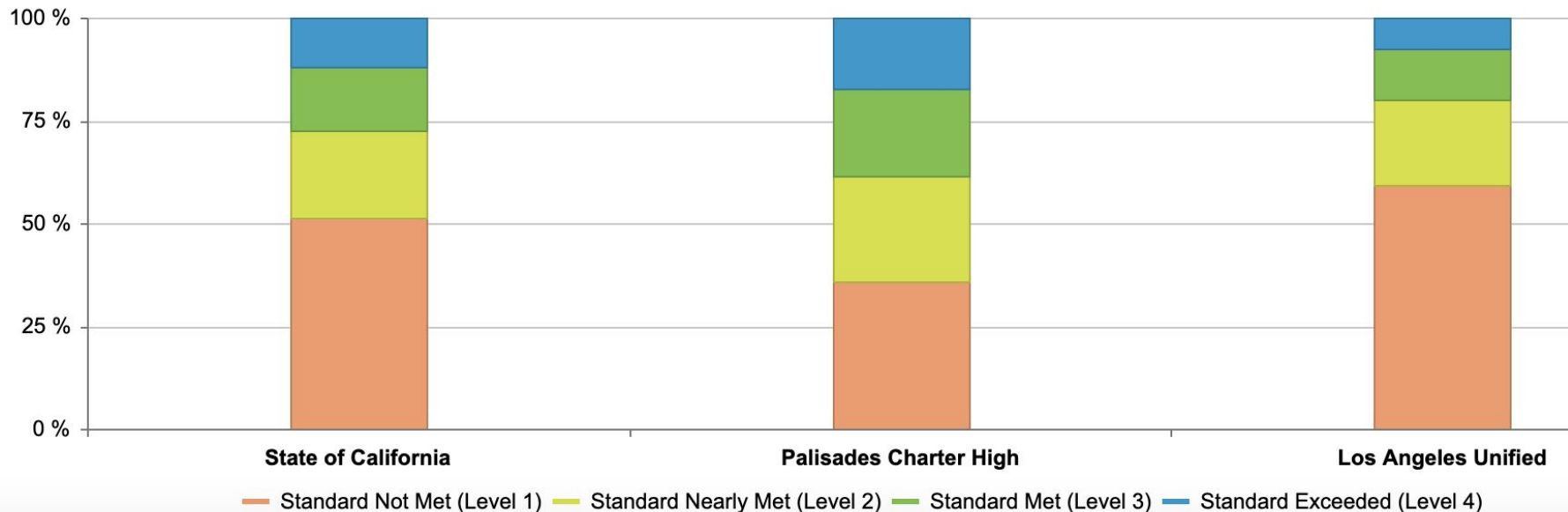
State, LAUSD, other
high-performing schools



State, District Math Results



2022–23 Achievement Level Distribution - Grade 11

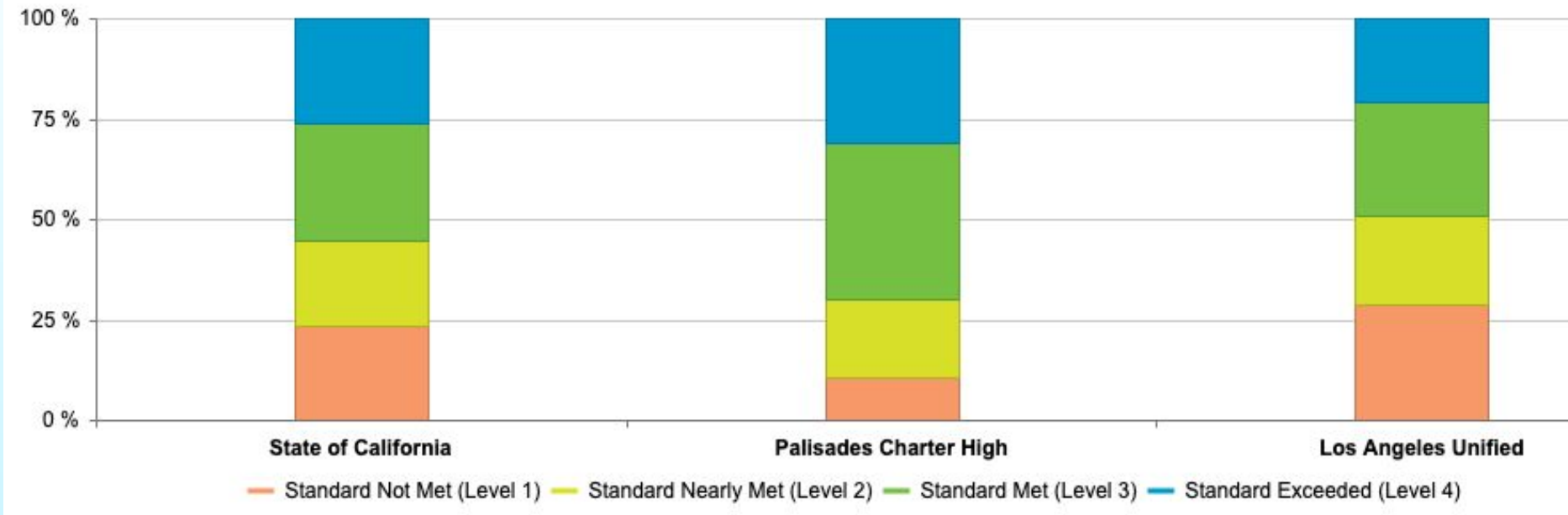


State: 27 percent meet or exceed standards
PCHS: 38 percent meet or exceed standards
LAUSD: 20 percent meet or exceed standards

State, District ELA Results



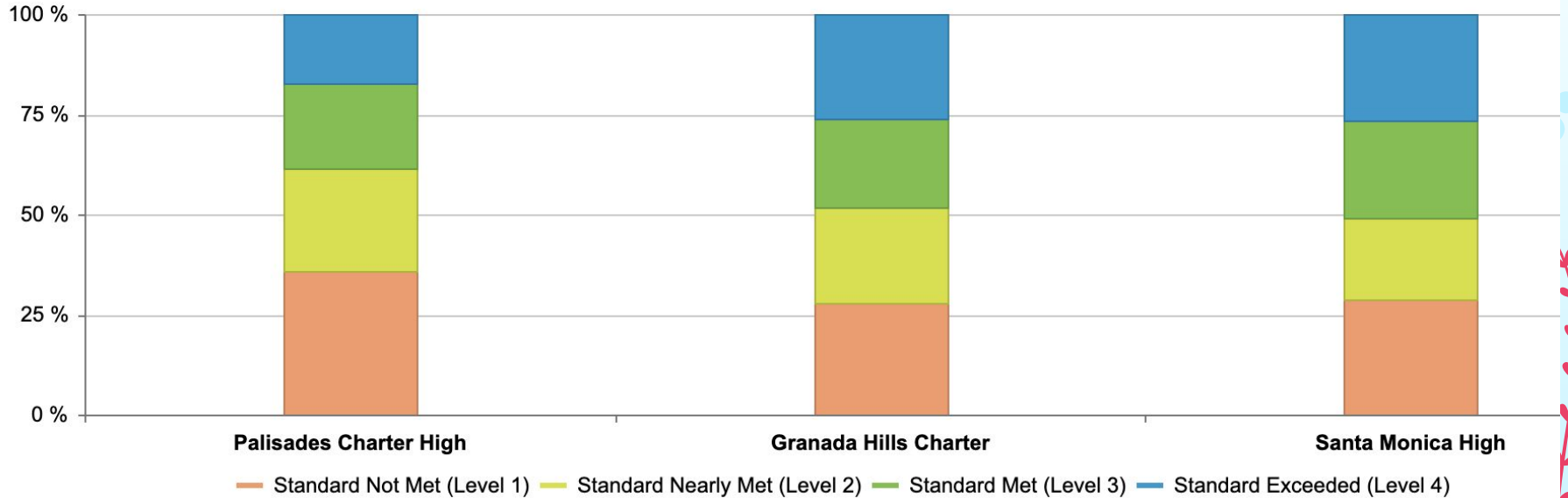
2022–23 Achievement Level Distribution - Grade 11



State: 55 percent meet or exceed standards
PCHS: 69 percent meet or exceed standards
LAUSD: 49 percent meet or exceed standards

High-Performing Schools Math Results

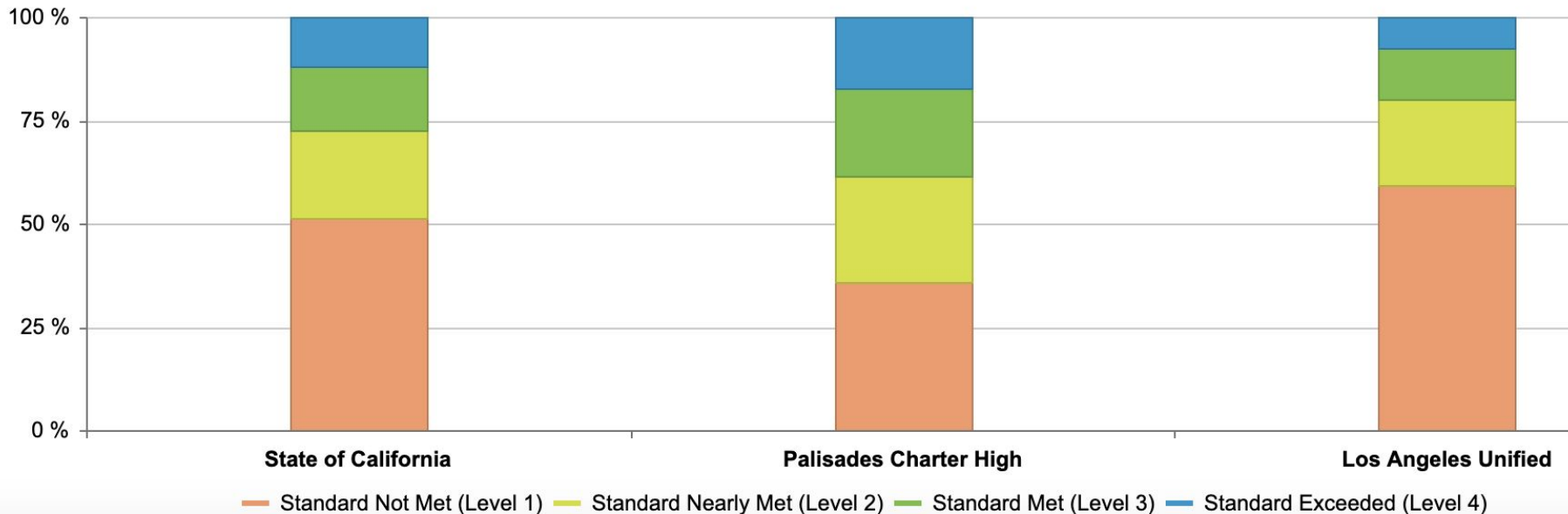
2022–23 Achievement Level Distribution - Grade 11



PCHS: 39 percent meet or exceed standards
GHCHS: 48 percent meet or exceed standards
SMHS: 51 percent meet or exceed standards

High-Performing Schools ELA Results

2022–23 Achievement Level Distribution - Grade 11



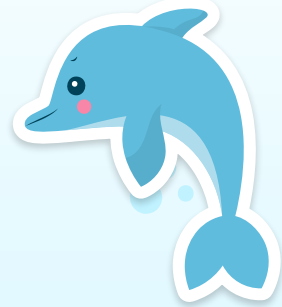
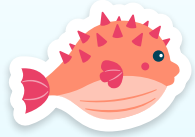
PCHS: 69 percent meet or exceed standards
GHCHS: 77 percent meet or exceed standards
SMHS: 83 percent meet or exceed standards

04

PCHS Response

Professional Development, Staffing,
and Student Services

PCHS Response



Testing Calendar

State, NWEA tests administered the week of April 8

Staff PD

All staff members received training needed to proctor tests

Focused Support

- Fuerza, BSU testing groups
- SPED department on state testing accommodations
- Research/Inquiry



Charter Renewal Goal



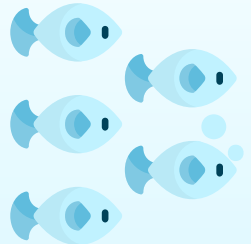
PCHS shall demonstrate at least **one performance level growth** per academic year, as reported on the California School Dashboard, for **“Students with Disabilities” in Math** and as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident Schools, with the goal of achieving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

NOT MET

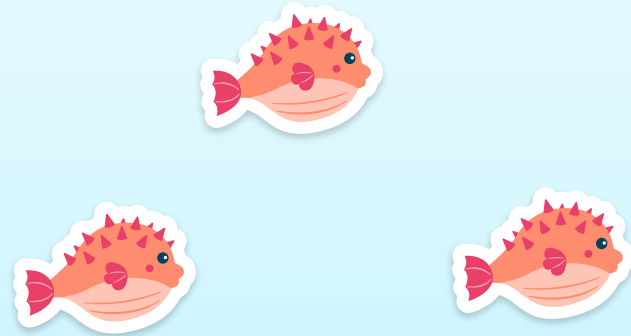
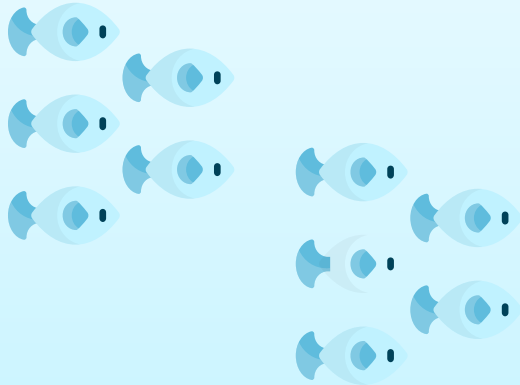
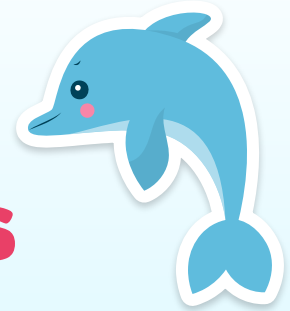
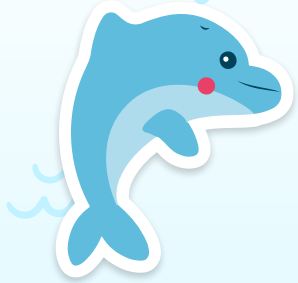


SPED Math results

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



Questions & Comments



Coversheet

Election Committee Update

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: C. Election Committee Update
Purpose: Vote
Submitted by:
Related Material: 2024-2025 PCHS Board of Trustees Election Results.pdf
Special Election Committee Meeting Minutes 03_20_2024 .pdf
Special Election Committee Meeting Minutes 04_05_2024.pdf
Special Election Committee Meeting Minutes 04_10_2024.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

2024/2025 Board of Trustees Election Results

- Parent Seat – Non-Traveling: Roger Crystal
- Parent Seat – Traveling: Jessica Recinos
- 2 Year Faculty Seat: Nicholas Albacano
- 1 Year Faculty Seat: Maggie Nance
- Management/Administrative Seat: Martha Monahan
- Community Seat – Amir Ebtehadj



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

MEETING MINUTES -SPECIAL ELECTION COMMITTEE MEETING
WEDNESDAY, MARCH 20, 2024
12:30-1:00 PM, F104A

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 12:43 pm

In attendance: S Margiotta, S Klima, S Berukhim, R King and D. Pickard.

B. Public Comments – K Ellis voiced concern that someone who applied for the BOT was deemed ineligible and expressed her concern about the application being submitted in the given timeline. She is concerned that the applicant printed something that outlined timing and suggested that there was election tampering.

II. APPROVAL OF MEETING MINUTES

A. S Berukhim made a motion to approve the meeting minutes from 3/13/24. R King seconded the motion. Motion passed unanimously with no abstentions.

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

A. D Pickard verified that the Community Seat Election application deadline was Wed. March 13, 2024 @ 3 pm. At that time there were no community seat applications nor applications for the 2 teacher BOT seats. Therefore, the application deadline for all available BOT seats was extended to Friday March 15, 2024 @ 3 pm. D Pickard noted that once applications were received, due diligence was completed and the Finance Department provided evidence of a check which was issued to an applicant for the Community Seat within the past 12 months. Therefore, this applicant was deemed ineligible and ballots went out without this applicant being included. However, this issue was brought to the attention of Election Committee officers after the ballots were released and after further investigation it was concluded that the current check was a reissued check for work that the candidate had completed outside of the “prior 12 month” timeline. This issue was discussed with PCHS legal counsel and confirmed that although based on the information we had as of Friday, the applicant was ineligible, with updated information the applicant does in fact meet the criteria for a non-interested party. Therefore, it was suggested that after the regular election for the Community BOT seat, the election for this seat should be considered invalid and that a Special Election be held to include the 2 applicants for the Community Seat.

R King made a motion to hold a Special Election after Spring Break which will include the 2 eligible applicants to fill the Community BOT seat. S Margiotta seconded the motion. The motion passed unanimously with no abstentions.



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Committee then discussed updating the certification results. It was agreed that we would like to certify all elected candidates at the same time. Therefore, the new certification date is suggested to be April 5, 2024.

R King made a motion that the Election Committee certify all election results Friday, April 5, 2024 @ 3 pm in F106. S Berukhim seconded the motion. Motion passed unanimously with no abstentions.

S Berukhim will help communicate Special Election to students. R King moved that the Special Election should open on April 1, 2024 @ 12 am and will close on April 5, 2024 @ 12 pm to facilitate certification results on April 5, 2024 @ 3 pm. S Margiotta seconded the motion. Motion passed unanimously with no abstentions.

Next Election Committee meeting is scheduled for April 5, 2024 @ 3pm.

Meeting was adjourned at 1:02 pm with unanimous approval.



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

MEETING MINUTES -SPECIAL ELECTION COMMITTEE MEETING
FRIDAY, APRIL 5, 2024
3:00-3:30 PM, F104A

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 3:04 pm

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

B. Public Comments – K Ellis commented on glitches with way voting was going and reported that stakeholders in all groups had problems with voting. With Tech Dept. help they were able to vote. Some didn't know to vote. K Ellis reported knowing some people who had problems. She again discussed application deadlines with Election Committee deadline of 3 pm vs. 4 pm on draft application included with Election Committee materials vs. the approved materials posted to the 2024/2025 BOT Election webpage. It was again stated by Election Committee members that this was not a valid concern because the BOT application deadline was extended for all open trustee seats.

II. APPROVAL OF MEETING MINUTES

A. R King made a motion to approve the meeting minutes from 3/20/24. K Irwin seconded the motion. Motion passed unanimously with no abstentions.

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

Results for the 2024/2025 regular PCHS BOT Election results were reviewed.

Candidates running uncontested:

- Parent Seat – Non-Traveling: Roger Crystal received votes to be elected.
- Parent Seat – Traveling: Jessica Recinos received votes to be elected.
- 2 Year Faculty Seat: Nicholas Albacano received votes to be elected.
- 1 Year Faculty Seat: Maggie Nance received votes to be elected.

Candidates for Management/Administrative Seat: Karen Ellis withdrew her application and by default, there was only 1 candidate for this trustee seat, Martha Monahan. She did receive votes to be elected.



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R King made a motion to certify the election results for the 2024/2025 PCHS Board of Trustees regular election. K Irwin seconded the motion. Motion passed unanimously with no abstentions.

J Roepel was invited to discuss the special election. He noted that the Classified staff who were not able to vote was an issue with HR and they had inadvertently not been added to the list of eligible employees. This issue was resolved Wed. at 10 am during the special election voting period. He also reported that when he went to "push" the voting survey to these employees, he accidentally removed other employees (44) who then were unable to cast ballots. This was resolved on Thurs. afternoon during the special election voting period so everyone had access to vote. In total, 44 faculty didn't have access to vote from Wed @ 10 am to Thurs. afternoon during the special election voting period.)

R King noted that historically all stakeholder groups had been weighted. B King noted that when she ran the elections, they were not weighted by stakeholder groups. In recent years, elections have been held using raw numbers.

It was noted that the Tech Dept. telephone # was sent out via ParentSquare and WhatsApp in case anyone in the parent stakeholder group had any problems casting their votes. He reported that the Tech Dept. did not receive any calls.

D Pickard asked if there was not an opportunity for any stakeholder to vote who wanted to. J Roepel stated no.

Timing of ASB Election results were reviewed: ASB 1st run was Mon-Wed with runoffs occurring on Thurs/Friday of regular election period (5 days).

R King made a motion to discuss extension of voting period due to the glitches in Infinite Campus (IC). S Klima seconded the motion. Motion passed unanimously with no abstentions.

It was again reported that 44 faculty received the original email that they were able to vote. However, the link was inadvertently removed. Issue was resolved on Thurs. @ 3:30 pm. HR issue only pertained to College Center employees. Thus was resolved on Wed. at 10 am.

D Pickard asked B King to discuss historical implementation. B King stated that it was run by her and IT employee. Differences in implementation were discussed. It was also noted that the student voting process was the same this year as it has been in years past. The possibility of extending the voting period for the special election was discussed.

R King made a motion to extend the Special Election for PCHS Personnel with a voting period which will open on Monday, April 8, 2024 @ 12:00 and will run through Tuesday, April 9, 2024 @ 11:59 pm to ensure all PCHS personnel have the opportunity to vote in the Special Election. K Irwin seconded the motion. Motion passed unanimously with no abstentions.

D Pickard made a motion to postpone the final certification of the 2024/2025 PCHS BOT election results until Wed. April 10, 2024 at the Special Election Committee Meeting. Meeting will be held at 3:00 pm in F104A. R King seconded the motion. Motion passed unanimously with no abstentions.



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D Pickard to send notification via email to all PCHS staff via IC prior to the special election re-opening to this stakeholder group.

Committee unanimously agreed to adjourn @ 4:04 pm.

Next Election Committee meeting is scheduled for April 10, 2024 @ 3pm.



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SPECIAL MEETING MINUTES - ELECTION COMMITTEE
WEDNESDAY, APRIL 10, 2024
3:00 -3:15 PM, F104A

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

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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 3:04 pm. In attendance: D Pickard, S Margiotta, S Klima, S Berukhim. See original sign-in sheet for list of guests in attendance.
- B. Public Comments (5 minutes) – No public comments made

II. APPROVAL OF MEETING MINUTES

- A. S Margiotta made a motion to approve the meeting minutes from April 5, 2024. S Klima seconded the motion. Motion passed unanimously with S Berukhim abstaining.

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

- A. 2024 Community Seat Special Election Certification of Results - D Pickard reported that the results of the election were delivered to him in a sealed envelope via J Roepel. S Klima opened the results and verified that Amir Ebtehadj had received 247 votes and Ashly Stohl had received 197. Results were totaled at 2:04 pm on April 10, 2024. S Klima moved to certify the results of the Special Election results of the 2024/2025 PCHS Board of Trustees Community Seat with Amir Ebtehadj as the winner. S Berukhim seconded the motion. Motion passed unanimously with no abstentions.

With no other new business, committee agreed unanimously to adjourn at 3:09 pm.

Coversheet

PCHS Revised Attendance Policy

Section: V. Academic Excellence
Item: A. PCHS Revised Attendance Policy
Purpose: FYI
Submitted by:
Related Material: 2024_25 PCHS Attendance Policy Draft_.pdf



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2024-25 PCHS Attendance Policy Updates

The 2024-25 PCHS Attendance Policy is an update to the existing policy from the 2022-23 school year. This iteration was reviewed by the PCHS Administration Team, Curriculum Council, Counselors including the Interventionists, and all PCHS teachers.

Revisions from the last Attendance Policy:

- Condensed language and removed repeated information.
- Added language to include the School Attendance Review Team (SART).
- Replaced “clearing absences” with “attendance verification” language
- Added information on verifying absences with ParentSquare
- Creation of the PCHS “No-Go List”
- Drastically reduced the number of attendance codes



[PCHS Attendance Policy](#)

Attending school every day is required and enforced by law in the state of California. Parents/guardians are responsible for ensuring that their children attend school regularly and arrive on time. Palisades Charter High School partners with families to reinforce the importance of consistent attendance in order for students to have the greatest opportunity for academic success.

[Compulsory Education](#)

Students who are between the ages of six and eighteen years are subject to compulsory full-time education by the State of California. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents/Guardians are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to the Pali High School Attendance Review Team (SART). When necessary, legal action may be taken against the parent or the student, depending on who is responsible for failing to comply.

Los Angeles City and Los Angeles County have loitering ordinances. They prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session.

[PCHS Attendance Expectations](#)

Attendance and punctuality directly impact a student's performance at Palisades Charter High School. Regular attendance is vital to successful academic growth and is expected of all students. The PCHS Attendance Policy is designed to keep students in class and reduce the number of days absent.

Student Responsibilities & Expectations

- Attend school every day and arrive on time to each class period
- Students should miss no more than 7 days of school per year.
- Students should have 6 or fewer unexcused tardies per semester.

Parent/Guardian Responsibilities & Expectations

- Regularly monitor student attendance in Infinite Campus Parent Portal and verify all absences with the Attendance Office via ParentSquare or email within five (5) days of the absence(s)
- Schedule non-emergency medical and dental appointments outside of school hours when possible
- Plan all family events and vacations on non-school days only
- Encourage students to communicate all pre-planned absences with their teachers before the absence occurs
- Attend mandatory School Attendance Review Team intervention meetings

[Absences](#)

When students are not present in class or arrive more than thirty (30) minutes late to a scheduled class period they are considered absent.



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Attendance Verification

Attendance is reported each period in Infinite Campus by your student's teacher. Parents/Guardians will be notified electronically via ParentSquare if their student is absent or tardy to any class period. Families are also encouraged to regularly check their child's attendance records in Infinite Campus. A full list of attendance codes including any actions needed can be found on the last page of this policy. Students may visit the Attendance Office before school, during nutrition/lunch, and/or after school, not during an assigned class period.

PCHS verifies student absences when documentation with the reason for the absence is provided to the Attendance Office. Absences are not erased from the student's record; they are verified in Infinite Campus. Not all verified absences will be excused; see below for a complete list of excused absences.

Verify by ParentSquare

Parents/Guardians will receive attendance notifications daily from ParentSquare regarding their child's period-by-period absences and tardies via text and/or email. Clicking the link provided in the message allows you to send your note directly to the attendance office for verification.

Verify by Email | attendanceoffice@palihigh.org

The following should be included in your email:

- Student Name & Grade Level
- Student Date of Birth
- Date & Time of Absence(s)
- Parent/Guardian Name
- Parent/Guardian Email & Phone Number
- Reason for Absence

Students over the age of 18 years old may sign their own absence notes with parent/guardian permission. For more information please contact the Attendance Office.

Parents/Guardians are expected to provide written verification for all student absences within five (5) days of the absence. Any remaining unverified absences will convert to truancies at that time.



Excused Absences

California Education Code 48205 provides that a student shall be excused from school when the absence is due to:

1. Illness
2. Quarantine
3. Medical, dental, optometric, or chiropractic services
4. Attending the funeral of an immediate family member (one day within the state, three days outside the state).
5. Jury duty
6. Participation in religious instruction or exercises.
7. Illness or medical treatment of a child of whom the student is the custodial parent
8. Serving as a precinct member for an election
9. To permit the pupil to spend time with an immediate family member on active duty or uniformed services and for the pupil to spend time with family when the family has been deployed to a combat zone or combat support position.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.

11. For the purpose of participating in a cultural ceremony or event
12. When the pupil's absence has been requested in writing by the parent/guardian **and** pre-approved by the Executive Director or other PCHS Administrator.

All other verified absences are considered personal absences, however California Education Code does not recognize these absences as excused.

Examples of personal absences can include but are not limited to:

1. Missing a bus or car troubles
2. Oversleeping
3. Inclement weather
4. Vacations and other family events
5. College visits/tours without prior approval and/or documentation
6. Babysitting/Caretaking

These are not excused

absences.



Extended Absence Due to Illness

On the third (3rd) consecutive day of illness/health related absence the student must bring in a doctor's note or documentation from PCHS Health Office excusing illness/health related absences.

Late Arrivals and Tardies

Students Arriving Late to Campus

Students arriving late for ANY reason should first report to the Attendance Office/Swipe Cart for a pass to class. The Attendance Office will update the student's attendance record as needed based on the verification reason for the late arrival. Any student arriving late without a note will be given an Unexcused Tardy. Students arriving 30 or more minutes late to any class will automatically receive an absence for that class period and attendance will be updated based on the parent/guardian verification.

1. **Excused Tardy:** Students will only be granted an excused tardy when they obtain a stamped/signed school pass before arriving to class.
 - a. Students arriving late from an appointment must check in with the Attendance Office first with written documentation of the appointment. For a doctor or dentist appointment the student must have an appointment card or a note written on the doctor's/dentist's stationery stating the date and time of the appointment. Written documentation must be shown for all other appointments and include the date and time of the appointment and student's name.
 - b. Teachers will not admit students into their classroom without a valid pass or summons.

2. **Unexcused Tardy:** The following circumstances warrant an unexcused tardy:
 - a. A student is outside their assigned classroom without a valid school pass when the tardy bell rings. Students not in class when the bell rings should report to the attendance carts and scan their physical Pali ID card to receive their late pass to class.
 - b. **Traffic and/or oversleeping are unexcused.** Notes/emails, calls, and/or visits from parents/guardians to excuse tardiness will not be accepted.

Significant Traffic Incidents

When a significant traffic incident in the immediate area directly impacts arrival to school, PCHS administration may allow additional time (up to 30 minutes) for students to arrive to class before assigning a tardy.



Assigned Consequences For Unexcused Tardies

Tardy Total	Consequence Assigned
1–3	ParentSquare Notification / Warning
4–5	Detention Assigned by Dean’s Office per Tardy
6+	Attendance Contract + “No-Go List”

PCHS No-Go List

Students with 6 or more unexcused tardies or 5 truancy days (15 periods) per semester will be placed on the “No-Go List”, and may be denied the opportunity to participate in the following privileges:

- Club Activities
- Extra-Curricular Events including Athletics, School Performances, and Field Trips
- Leadership Positions
- Off-Campus Lunch Pass
- School Wide Events including Homecoming & Prom
- Senior Events including Grad Nite
- Work Permits

Students on the “No-Go List” will be placed on an attendance contract with the Deans and Director of Attendance and Admissions. Successfully meeting the requirements of the contract will allow students the opportunity to be removed from the “No-Go List” at the end of the contract.

Early Check-Outs

PCHS students are expected to attend school for the full instructional day, however it's understood that there are times when students will need to check out early. Parents/Guardians should pick students up at the security gates.

Early checkouts will only be granted by the Attendance Office when:

1. An email from the parent/guardian is received by the Attendance Office (attendanceoffice@palihigh.org) before 10:30am
2. A physical note from the parent/guardian is received by the attendance office before 10:30am and the parent/guardian confirms the note over the phone.
3. Parent/Guardian in person with proper state/federal issued photo-ID matching an authorized person on the student’s Infinite Campus account

Students will not be checked out:

- After 2:30pm
- On days of state testing, AP Exams, and/or semester final exams
- On Minimum Days
- During school-wide safety drills (See calendar on PCHS Website for dates)



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Early Checkout Passes

Students should pick up their early checkout pass from the attendance office before school or during nutrition/lunch. Students cannot leave a classroom at the check-out time without the pass. Students should show their teacher the pass at the beginning of the class period, and show it to security to leave campus.

If your child becomes ill while on campus, they need to visit the Health Office to be checked out from school by the nurse. The Attendance Office will not check out students early for illness-related reasons, only the Health Office can do that.

Students who leave campus without properly checking out through the Attendance/Health Office are considered to be cutting class and will receive a truancy. Calling or texting your child out of class is not permitted. The Attendance Office will not accept calls and emails to excuse mid-day absences after a student has already left campus without an Off-Campus Pass.

Students returning to campus after an appointment must check in with the Attendance Office upon arrival with proper documentation to verify the absence. Returning without an official note will result in an unexcused absence during the time the student was off-campus.

Missed Work

Students will be provided the opportunity to make up missed work from all absences except Truancies in accordance with teacher and/or department policies.

Truancy:

A truancy is defined as an absence from class without a valid excuse. Students with excessive absences (7 or more days) and truancies will be referred to the School Attendance Review Team (SART). After five (5) days, all unverified absences (A) will automatically convert to truancies (03).

School Attendance Review Team (SART):

Any student with excessive absences will be referred to the PCHS School Attendance Review Team. This team is a student-focused intervention team, comprising teachers, administrators, and other student support personnel such as counselors, psychologists, and nurses. SART meetings are a team effort (parents/guardians included) to discover the reason(s) for the student's attendance issues, provide resources for the family, and help build personal responsibility for the student to attend school by creating an individualized plan for improving the student's attendance. Parents/Guardian are a vital part of the process and are encouraged to participate in the resolution. During this meeting, the student and parent/guardian will sign an attendance contract with the school.

Senior Specific Policies

Off-Campus Lunch Privileges

Palisades Charter High School is a closed campus, therefore any senior student wishing to receive an off-campus lunch permit must have prior permission from their parent/guardian. No off-campus privileges are given for the nutrition break.



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Students must apply and be approved for an off-campus lunch pass. Student's on the "No-Go List" are ineligible for off-campus privileges, and their passes will be revoked until they are removed from the list.

The complete list of rules and procedures will be included in the off-campus lunch pass application.

Graduation Ceremony

Seniors with 10 or more total trancies in the Spring semester may be denied the opportunity to participate in the Graduation Ceremony. Seniors and their families are encouraged to regularly monitor their own attendance in Infinite Campus and verify all absences before they convert to trancies.

PCHS Attendance Codes

Code	Name	Verified?	Excused?	Action from Parent/Guardian
P	Present	N/A	N/A	N/A
ISS	In School Suspension	Yes	Yes	None
A	Absent	No	No	Verification Note Needed
D	Discrepancy Check	No	No	None
1M	Excused Absence Verified by Medical Professional	Yes	Yes	None
1N	Excused Absence Verified by School Nurse	Yes	Yes	None
1P	Excused Absence Verified by Parent	Yes	Yes	None
02	Personal Absence Verified by Parent	Yes	No	None
03	Truant / Non-Compliant	No	No	None
OSS	Out of School Suspension	Yes	Yes	None
SB	School Bus	Yes	Exempt	None
5	Administrator Approved Absence (See list)	Yes	Yes	None
EC	Extracurricular Activity (See list)	Yes	Exempt	None
TP	Testing Program (See list)	Yes	Exempt	None
SO	PCHS School Office (See list)	Yes	Exempt	None
T	Tardy	No	No	Verification Note Needed
7	Excused Tardy	Yes	Yes	None
8	Unexcused Tardy	Yes	No	None



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T SB	Tardy - School Bus	Yes	Exempt	None
T EC	Tardy - Extracurricular Activity	Yes	Exempt	None
T PT	Tardy - Public Transportation	Yes	Exempt	None

Coversheet

2023-24 Budget vs Actuals

Section: VI. Finance
Item: A. 2023-24 Budget vs Actuals
Purpose: FYI
Submitted by:
Related Material: 2023-24 Budget Update_4-15-2024.pdf

Palisades Charter High School - 2023-2024 Second Interim Actuals to Date - January 31, 2024

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024 First Interim Projections, 10/31/23			2023-2024	2023-2024	2023-2024 2nd Interim Projections, 1/31/24			% of Budget Received/Spent	Comments	
	Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date, 12/31/23	Actuals to Date, 1/31/24	Unrestricted	Restricted			Total
A. Revenues													\$ 12,008.00	
LCFF/Revenue Limit Sources														
State Aid	8011	16,191,849		16,191,849	16,252,102		16,252,102	7,200,054	8,608,760	15,613,270		15,613,270	55%	ADA estimate at 2800 for 23/24 FY, per FCMAT Calc 1/31/24
Education Protection Act	8012	10,932,076		10,932,076	10,338,879		10,338,879	4,981,737	4,981,737	10,320,450		10,320,450	48%	ADA estimate at 2800 for 23/24 FY, per FCMAT Calc 1/31/24
State Aid (Prior Years)	8019			-			-					-		
In Lieu of Property Tax	8096	9,316,331		9,316,331	9,838,902		9,838,902	4,740,825	5,499,357	9,821,364		9,821,364	56%	calculated at \$3507.63/ADA per LAUSD RSA
Total, LCFF/Revenue Limit Resources		36,440,256	-	36,440,256	36,429,883	-	36,429,883	16,922,616	19,089,854	35,755,084	-	35,755,084	53%	
Federal Revenues														
Special Education - IDEA	8181		685,262	685,262		682,428	682,428	328,825	381,437		681,212	681,212	56%	\$243.29/ADA
Child Nutrition - Federal	8220		200,000	200,000		200,000	200,000	540	16,834		200,000	200,000	8%	
Other Federal				-			-					-		
Title I	8290		300,803	300,803		248,551	248,551	-			255,285	255,285	0%	per CDE 1/31/24
Title II	8290		60,677	60,677		49,740	49,740				49,690	49,690	0%	per CDE 1/31/24
Title III - English Learners (4203)	8290		3,069	3,069		2,849	2,849				2,849	2,849	0%	per CDE 1/31/24
Title III - Immigrant (4201)	8290		5,150	5,150		-	-				-	-	0%	per CDE 1/31/24
Title IV	8290		23,591	23,591		21,409	21,409				21,409	21,409	0%	per CDE 1/31/24
Perkins	8290		40,728	40,728		40,728	40,728	85	85		40,728	40,728	0%	
Dept of Rehab	8290			-			-					-		
Child Nutrition - Supply Chain (5466)	8220		-	-		95,569	95,569	95,569	95,569		95,569	95,569	100%	
ELC COVID Testing Award	8290			-			-					-		
ESSR I (COVID-19 Grant)	8290			-			-					-		
ESSR II (COVID-19 Grant)	8290			-			-					-		
ESSR III (COVID-19 Grant) (3213)	8290			-		665,752	665,752	221,454	221,454		665,752	665,752	33%	recognizing total allocation, must be spent by 9/30/2024
ESSR III - Learning Loss (3214)	8290			-		442,909	442,909				442,909	442,909	0%	recognizing total allocation, must be spent by 9/30/2024
Expanded Learning Opportunity (ELO): ESSER II (3216)	8290			-			-					-		
Expanded Learning Opportunity (ELO): GEER II (3217)	8290			-			-					-		
Expanded Learning Opportunity (ELO): ESSER III (3218)	8290			-		16,578	16,578	16,578	16,578		16,578	16,578	100%	Remaining amount in grant
Expanded Learning Opportunity (ELO): ESSER III State (3219)	8290			-		339,839	339,839	84,960	84,960		339,839	339,839	25%	recognizing total allocation, must be spent by 9/30/2024
American Rescue Plan - Homeless Children & Foster Youth (5634)	8290			-		1,368	1,368	1,368	1,368		1,368	1,368	100%	
Learning Loss & Mitigation (CRF)	8290			-			-					-		
Learning Loss & Mitigation (GEER)	8290			-			-					-		
Total, Federal Resources		-	1,319,279	1,319,279	-	2,807,720	2,807,720	749,380	818,285	-	2,813,188	2,813,188	29%	
Other State Revenues														
Child Nutrition - State	8520		400,000	400,000		400,000	400,000	51,252	51,252		400,000	400,000	13%	
Mandated Cost Reimbursement	8550	154,752		154,752	154,752		154,752	148,426	148,426	148,426		148,426	100%	\$55.17/ADA
State Lottery (Non Prop 20)	8560	476,850		476,850	496,485		496,485	268,311	268,311	495,600		495,600	54%	\$177/ADA
State Lottery (Prop 20)	8560		187,935	187,935		201,960	201,960	38,139	38,139		201,600	201,600	19%	\$72/ADA
CTE	8590		328,096	328,096		458,967	458,967	458,967	458,967		458,967	458,967	100%	includes carryover from 21/22 FY
Student ID/CAHSEE/Charter School ADA	8590			-			-					-		
In-Person Instruction Grant	8590			-		410,084	410,084	410,084	410,084		410,084	410,084	100%	Remaining amount of IPI Grant
Expanded Learning Opportunities Grant	8590			-			-					-		
Child Nutrition - Kitchen Infrastructure Upgrade	8590			-			-					-		
Child Nutrition - Kitchen Infrastructure Training	8590			-			-					-		part of restricted beginning balance
A-G Completion Grant: Access/Success	8590			-			-					-		Expanding A-G courses, part of restricted beginning balance
A-G Completion Grant: Learning Loss/Mitigation	8590			-			-					-		Expanding A-G courses, part of restricted beginning balance
CAL NEW: Ethnic Studies Block Grant	8590			-			-					-		part of restricted beginning balance
Educator Effectiveness	8590			-			-					-		part of restricted beginning balance
Arts, Music & Instructional Materials Block Grant (6762)	8590			-		859,896	859,896	859,896	859,896		859,896	859,896	100%	Recognize allocation - unspent revenue part of restricted ending fund balance (per cde)
Learning Recovery Emergency Block Grant (7435)	8590			-		(264,144)	(264,144)	(264,144)	(264,144)		(264,144)	(264,144)	100%	Negative revenue adjustment by the state
Special Ed - Mental Health (65460)	8590			-		200,558	200,558	100,616	120,302		200,200	200,200	60%	\$71.50/ADA, New for 23/24
Total, State Revenues		631,602	916,031	1,547,633	651,237	2,267,321	2,918,557	2,071,546	2,091,233	644,026	2,266,603	2,910,629	72%	

Palisades Charter High School - 2023-2024 Second Interim Actuals to Date - January 31, 2024

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024 First Interim Projections, 10/31/23			2023-2024	2023-2024	2023-2024 2nd Interim Projections, 1/31/24			% of Budget Received/Spent	Comments	
	Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date, 12/31/23	Actuals to Date, 1/31/24	Unrestricted	Restricted			Total
Other Local Revenues														
	8311		2,745,310	2,745,310		2,704,301	2,704,301	1,303,054	1,511,543		2,699,480	2,699,480	56%	\$964.10/ADA
	8634		50,000	50,000		50,000	50,000	15,745	15,746		35,000	35,000	45%	Reduced as a result of lower a la carte sales
	8650	976,000		976,000	976,000		976,000	322,557	416,571		976,000	976,000	43%	
	8660	150,000		150,000	100,000		100,000	121,098	121,977		200,000	200,000	61%	
	8679	-	-	-			-		120,666		120,666	120,666	100%	Increased interest due to higher rates at county treasury
	8699	450,000		450,000	400,000		400,000	242,552	275,215		400,000	400,000	69%	Reduced fundraising revenue by \$50k
	8699	-	-	-			-				-	-		
	8980	-	-	-			-				-	-		
		1,576,000	2,795,310	4,371,310	1,476,000	2,754,301	4,230,301	2,005,006	2,461,718		4,431,146	4,431,146	56%	
		38,647,858	5,030,619	43,678,477	38,557,120	7,829,341	46,386,461	21,748,548	24,461,089	36,399,110	9,510,937	45,910,047	53%	
B. Expenditures														
Certificated Salaries														
	1110	11,569,469	1,700,134	13,269,603	12,379,331	1,819,143	14,198,475	5,915,710	5,891,244	12,259,331	1,819,143	14,078,475	42%	
	1130	134,024		134,024	165,024		165,024	47,406	75,392	165,024		165,024	46%	
	1160	395,000		395,000	470,000		470,000	210,359	210,784	470,000		470,000	45%	Board approved sub rate increase on 9/19 - increased by \$75,000
	1210	942,528		942,528	1,008,505		1,008,505	397,713	397,713	1,008,505		1,008,505	39%	Includes additional hours for counseling staff
	1310	909,644	143,142	1,052,786	973,319	153,162	1,126,481	359,778	378,452	893,319		893,319	42%	
	1330	128,755		128,755	128,755		128,755			128,755		128,755	0%	
	1930			-			-					-		
				-			-					-		
		129,000		129,000	129,000		129,000					-		
				-			-					-		
				-			-					-		
				-			-					-		
	1110	98,000		98,000	98,000		98,000			98,000		98,000	0%	Estimated additional PD expense for 2023-24 (ELO)
		14,306,420	1,843,276	16,149,696	15,351,935	1,972,305	17,324,240	6,930,966	6,953,585	15,022,935	1,819,143	16,842,078	41%	
Classified Salaries														
	2110	-	913,047	913,047	-	913,047	913,047	322,373	344,383		858,047	858,047	40%	
	2210	209,662		209,662	209,662		209,662	97,257	103,146	209,662		209,662	49%	
	2310	458,369		458,369	490,455		490,455	237,318	249,042	449,955		449,955	55%	
	2410	1,914,135		1,914,135	1,914,135		1,914,135	720,095	759,181	1,914,135		1,914,135	40%	
	2430	-	62,000	62,000	-	62,000	62,000	29,015	36,077		66,340	66,340	54%	Includes additional hours for summer: free/reduced outreach, orientation & Universal meal implementation
	2460	-	60,000	60,000	-	60,000	60,000	-	-		30,000	30,000	0%	Accounts for 2 clerical subs per day (6 hrs) - attendance/absenteeism outreach and library support/textbook distribution/repair
	2920	1,018,259	100,000	1,118,259	1,018,259	100,000	1,118,259	472,121	487,933	860,259	100,000	960,259	51%	
	2920	-	166,783	166,783	-	166,783	166,783	104,226	111,443		210,783	210,783	53%	
				-			-					-		
				-			-					-		
				-			-					-		
	2920			-			-					-		
		3,600,425	1,301,830	4,902,255	3,632,511	1,301,830	4,934,341	1,982,405	2,091,204	3,434,011	1,265,170	4,699,181	45%	
Employee Benefits														
	3111	2,732,526	352,066	3,084,592	2,932,220	376,710	3,308,930	1,284,471	1,288,490	2,991,066	362,191	3,353,258	38%	STRS Employer contribution rate increases from 16.92% (2021-22) to 19.1% (2022-23). Remained flat at 19.1% for 2023-24.
	3112	59,824	-	59,824	59,824		59,824	28,550	30,316	59,824		59,824	51%	
	3211	79,045	-	79,045	49,045		49,045	13,912	13,931	37,045		37,045	38%	
	3212	960,593	347,328	1,307,922	969,154	347,328	1,316,482	366,841	388,357	916,194	337,547	1,253,741	31%	PERS employer contribution rate increases from 22.91% (2021-22) to 25.37% (2022-23) to 26.68% in 2023-24.
	3311	33,263		33,263	33,263		33,263	8,405	8,605	23,263		23,263	37%	
	3312	223,226	80,713	303,940	225,216	80,713	305,929	109,097	114,742	212,909	78,441	291,349	39%	
	3331	207,443	26,728	234,171	222,603	28,598	251,201	100,021	100,429	217,833	26,378	244,210	41%	
	3332	52,206	18,877	71,083	52,671	18,877	71,548	28,339	29,929	49,793	18,345	68,138	44%	

Palisades Charter High School - 2023-2024 Second Interim Actuals to Date - January 31, 2024

ADA	2023-2024 Adopted Budget, Approved June 2023			2023-2024 First Interim Projections, 10/31/23			2023-2024	2023-2024	2023-2024 2nd Interim Projections, 1/31/24			% of Budget Received/Spent	Comments		
	Obj Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date, 12/31/23	Actuals to Date, 1/31/24	Unrestricted	Restricted			Total	
	Hlth & Wlfr Benefits, Cert	3411	2,411,840	295,897	2,707,737	2,411,840	295,897	2,707,737	1,244,248	1,463,073	2,396,840	295,897	2,692,737	54%	Rate increase of approximately 8.1%
	Hlth & Wlfr Benefits, Class	3412	974,025	355,320	1,329,345	974,025	355,320	1,329,345	581,288	683,548	944,025	355,320	1,299,345	53%	Rate increase of approximately 8.1%
	State Unemploy Insur, Cert Pos	3511	7,153	922	8,075	7,676	986	8,662	23,758	28,044	47,517		47,517	59%	Rate returns to 0.050% by state of CA (compared to 0.50% in 22-23)
	State Unemploy Insur, Clas Pos	3512	1,800	651	2,451	1,816	651	2,467	10,182	12,019	20,364		20,364	59%	Rate returns to 0.050% by state of CA (compared to 0.50% in 22-23)
	Worker Comp Insur, Cert Pos	3611	143,460	-	143,460	143,460		143,460	96,310	108,265	143,460		143,460	75%	Based on 2023-24 insurance rates.
	Worker Comp Insur, Class Pos	3612	61,483	-	61,483	61,483		61,483	41,465	46,587	61,483		61,483	76%	Based on 2023-24 insurance rates.
	Lifetime Retiree Benefits, Cert	3911	553,000	-	553,000	553,000		553,000	244,381	287,408	553,000		553,000	52%	must fund at this level per actuary & LAUSD recommendation
	Lifetime Retiree Benefits, Class	3912	237,000	-	237,000	237,000		237,000	47,915	56,405	237,000		237,000	24%	must fund at this level per actuary & LAUSD recommendation
	Total, Employee Benefits		8,737,889	1,478,501	10,216,390	8,934,296	1,505,081	10,439,377	4,229,184	4,660,149	8,911,616	1,474,119	10,385,735	45%	
	Supplies														
	Textbooks	4100	75,725	9,520	85,245		85,245	85,245	73,137	84,486		87,745	87,745	96%	Pending final textbook invoices to clear
	Instructional Materials	4300		270,848	270,848	-	270,848	270,848	120,695	134,384	230,848		230,848	58%	IMA expense on track - usually expends by May 2024
	Instructional Materials - CTE	4300		184,405	184,405		184,405	184,405	99,107	103,394		184,405	184,405	56%	CTE Expenses
	Office (Tech) Supplies	4350	142,305	11,000	153,305	142,305	11,000	153,305	38,859	45,591	142,305	11,000	153,305	30%	
	Other Supplies	4390	63,000	7,000	70,000	63,000	7,000	70,000	29,175	37,864	63,000	7,000	70,000	54%	
	Non-Capitalized Equipment	4400	530,136	116,742	646,878	530,136	650,000	1,180,136	1,073,917	1,079,404	575,136	650,000	1,225,136	88%	Includes \$300k of non-cap for future tech projects in 2024-25 and beyond
	Food Service Supplies	4700		231,897	231,897		231,897	231,897	167,981	187,288		321,897	321,897	58%	Increase in number of meals served, resulting in increased food service supplies needed.
	Total, Supplies		811,165	831,412	1,642,578	735,441	1,440,395	2,175,836	1,602,871	1,672,411	1,011,289	1,262,047	2,273,336	74%	
	Services														
	Mileage & Car Allowances	5210	2,000	1,000	3,000	2,000	1,000	3,000	2,155	3,829	4,000	1,000	5,000	77%	Not tracking - reduced mileage
	Travel and Conferences	5220	50,000	80,000	130,000	40,000	60,000	100,000	44,206	54,486	15,000	60,000	75,000	73%	Not tracking - reduced by \$30k
	Dues and Memberships/Subscriptions	5310	512,353	27,240	539,593	512,353	27,240	539,593	440,198	445,090	512,353	27,240	539,593	82%	
	Insurance	5400	443,820		443,820	443,820		443,820	342,305	379,290	443,820		443,820	85%	Based on 2023-24 insurance rates.
	Operations & Housekeeping Supplies	5510	251,700	-	251,700	271,700		271,700	174,231	196,182	311,700		311,700	63%	Increased by \$20k
	Utilities	5520	445,222		445,222	445,222		445,222	63,573	125,207	445,222		445,222	28%	
	Rentals/Leases/Repairs	5610	338,500	-	338,500	374,500		374,500	256,007	302,868	393,500		393,500	77%	Increased by \$36k based on unforeseen repairs
	Transportation	5811/5812	310,306	167,700	478,006	310,306	185,700	496,006	351,424	467,725	320,306	240,700	561,006	83%	Offset of \$29K for parent payment in Feb 24
	Oth Contracted Services	5800	38,298		38,298				10,737	16,430	38,298		38,298	43%	
	STRS Int & Penalties	5803	1,200		1,200	1,200		1,200	647	699	1,200		1,200	58%	
	Contracted Services	5810	1,842,095	2,180,046	4,022,140	1,842,095	2,180,046	4,022,140	1,752,016	2,110,729	1,762,095	2,180,046	3,942,140	54%	
	Legal, Audit, & Election Costs	5821	123,367	262,891	386,258	123,367	332,891	456,258	222,919	269,598	111,367	332,891	444,258	61%	Increased by \$70k to account for prior year invoices
	Advertisement	5831	1,500		1,500	1,500		1,500	-	-	1,500		1,500	0%	
	Computer/Techlgy Related Serv	5840	18,900		18,900	18,900		18,900	-	5,750	18,900		18,900	30%	
	Consl/Ind Contractors(NonEmp)	5850	150,000		150,000	150,000		150,000	105,724	115,855	200,000		200,000	58%	Teachers on Reserve - Sub teacher backfill
	Fingprpt,Phys, XRY&Oth Emp Cst	5860	16,483		16,483	16,483		16,483	6,463	7,788	16,483		16,483	47%	Hiring costs significantly exceeded prior years - higher staff turnover (FTEs & contractors) resulted in more background clearances/checks, etc.
	Other Services	5890	114,500	-	114,500	114,500		114,500	139,579	141,611	194,500		194,500	73%	
	Communications Services	5910	60,690		60,690	60,690		60,690	27,375	28,362	60,690		60,690	47%	
	Total, Services		4,720,934	2,718,877	7,439,811	4,728,635	2,786,877	7,515,512	3,939,559	4,671,498	4,850,934	2,841,877	7,692,811	61%	
	Capitol Outlay														
	Sites & Improvement	6100													
	Buildings & Improvement	6200	440,500		440,500	440,500		440,500	94,236	98,236	440,500		440,500	22%	\$340,500 for CAPEX for 2023-24 and \$100k deferred for future projects in 24-25 & beyond
	Equipment & Technology	6400	1,664,208		1,664,208	1,664,208		1,664,208	601,864	1,235,998	1,664,208		1,664,208	74%	
	Equipment/Furniture Replacement	6500													
	Total, Capitol Outlay		2,104,708	-	2,104,708	2,104,708	-	2,104,708	696,101	1,334,234	2,104,708	-	2,104,708	63%	
	Depreciation Expense (Financial Reporting Basis)	6900	1,140,000	-	1,140,000	1,042,930	97,070	1,140,000		665,000	1,042,930	97,070	1,140,000	58%	
	Other Outgo														
	Indirect Cost (LAUSD)	7299	364,403		364,403	364,299		364,299	162,157	188,102	357,551		357,551	53%	Calculated at a rate of 1% of LCFF revenue
	Interest	7438	-		-	-		-					-		
	Fund 09 to Fund 20 Payment (Unaudited Only)														
	Total, Other Outgo		364,403	-	364,403	364,299	-	364,299	162,157	188,102	357,551	-	357,551	53%	

ADA	Obj Code	2023-2024 Adopted Budget, Approved June 2023			2023-2024 First Interim Projections, 10/31/23			2023-2024	2023-2024	2023-2024 2nd Interim Projections, 1/31/24			% of Budget Received/Spent	Comments
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Actuals to Date, 12/31/23	Actuals to Date, 1/31/24	Unrestricted	Restricted	Total		
		33,681,235	8,173,897	41,855,132	34,790,047	9,103,559	43,893,606	18,847,141	20,901,949	34,631,265	8,759,427	43,390,692	48%	
		34,645,944	8,173,897	42,819,840	35,851,825	9,006,489	44,858,314	19,543,242	21,571,184	35,693,043	8,662,357	44,355,400	49%	
		4,966,623	(3,143,277)	1,823,345	3,767,073	(1,274,218)	2,492,856	2,901,406	3,559,140	1,767,845	751,510	2,519,355		Note - Ending balance is inflated because it does not yet account for the impact of bargaining. UTLA agreement approved in Aug 2023 - still pending PESPU/unrep
		4,001,914	(3,143,277)	858,637	2,705,295	(1,177,148)	1,528,147	2,205,306	2,889,905	706,067	848,580	1,554,646		(Revenue - Expenses: Cash Reporting Basis)
		4,966,623	(3,143,277)	1,823,345	3,767,073	(1,274,218)	2,492,856	2,901,406	3,559,140	1,767,845	751,510	2,519,355		

Relief Spending Update

Palisades Charter High School
April 16, 2024

Palisades Charter High School
CARES Act Reporting (one-time relief funds)
At 3/31/24 reporting

Name of Grant	Resource Code	Allocation	YTD Spent*	Amount Left	Spending Deadline
ESSER I	3210	\$ 263,413.00	\$ 263,413.00	\$ -	9/30/2022
GEER I	3215	\$ 107,643.00	\$ 107,643.00	\$ -	9/30/2022
ESSER II	3212	\$ 985,143.00	\$ 985,143.00	\$ -	9/30/2023
ESSER II - State Reserve	3216	\$ 302,419.00	\$ 302,419.00	\$ -	9/30/2023
GEER II	3217	\$ 69,408.00	\$ 69,408.00	\$ -	9/30/2023
ESSER III	3213	\$ 1,771,634.00	\$ 1,140,012.00	\$ 631,622.00	9/30/2024
ESSER III - 20% reserve for learning loss	3214	\$ 442,909.00	\$ 88,492.00	\$ 354,417.00	9/30/2024
ESSER III - State Reserve	3218	\$ 197,142.00	\$ 197,142.00	\$ -	9/30/2024
ESSER III - State reserve for Learning Loss	3219	\$ 339,839.00	\$ 153,479.00	\$ 186,360.00	9/30/2024
In- Person Instruction Grant	7422	\$ 915,651.00	\$ 907,375.43	\$ 8,275.57	9/30/2024
ELO Grant	7425	\$ 940,620.00	\$ 724,512.51	\$ 216,107.49	9/30/2024
ELO Grant (10% for Paraprofessionals)	7426	\$ 204,492.00	\$ -		9/30/2024
Educator Effectivness Block Grant	6266	\$ 531,476.00	\$ 32,657.04	\$ 498,818.96	6/30/2026
Arts, Music, & Instructional Materials Discretionary					
Block Grant	6762	\$ 1,785,532.00	\$ -	\$ 1,785,532.00	6/30/2026
A-G Completion Grant: Access/Success	7412	\$ 562,009.00	\$ 317,718.44	\$ 244,290.56	6/30/2026
A-G Completion Grant: Learning Loss Mitigation	7413	\$ 83,515.00	\$ 2,463.75	\$ 81,051.25	6/30/2026
Learning Recovery Emergency Block Grant	7435	\$ 1,845,367.00	\$ -	\$ 1,845,367.00	6/30/2028
Totals		\$ 11,348,212.00	\$ 5,291,878.17	\$ 5,851,841.83	

* YTD Spent reflects the amount spent since funds were awarded/disbursed. For example, ESSER I was received in 2020-21 and spent in a prior fiscal year

Learning Loss Mitigation Funds

- “1st round” of relief funding
- Included GEER (Governor's Emergency Education Relief Fund) , CRF (Coronavirus Relief Fund), GF (Governor's Fund), ESSER I (Elementary and Secondary School Emergency Relief)
 - 1,500 student devices
 - Staff devices & accessories
 - Mental health
 - Math paraprofessionals
 - Hotspots
 - Additional vide license
 - Etc.

Learning Loss & Mitigation Funds

2020-2021

****ONE TIME MONEY****

Allowable Uses (Per CDE)

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
GEER Fund Res. Code 3215 (SPECIAL ED)	3. Provide additional core academic support for students who need it
\$ 107,643	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
CR Fund Res. Code 3220 (FEDERAL)	3. Provide additional core academic support for students who need it
\$ 1,076,721	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

Allocation by Fund	1. Student learning supports
	2. General measures that extend instructional time for students
GF Res. Code 7420 (STATE)	3. Provide additional core academic support for students who need it
\$ 252,447	4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition

\$ 1,436,811 Total Learning Loss & Mitigation Funds for PCHS

Learning Loss & Mitigation Funds Proposed Budget

Total Revenue		\$ 1,436,811
Budget Category	Obj Code	Description
Classified Salaries	2910	Math Paraprofessionals
		Student Devices (in lieu of previous
Non-Cap Equipment	4410	lease)
		Student Devices (in lieu of previous
Non-Cap Equipment	4410	lease)
Non-Cap Equipment	4410	Additional staff Devices
Other Supplies	4350	Teacher Materials
		Curtis Center (Professional
Travel/Conferences	5220	Development)
Dues/Subscriptions	5310	Additional E-Learning Licenses
Consulting	5810	Paper (Tutoring Services)
Consulting	5810	Additional Mental Health
Consulting	5810	LAUSD Mental Health Services
Instructional Materials	4300	Additional IMA increase
Other Supplies	4350	Hotspots
Dues/Subscriptions	5310	Additional video licensing needs
Other Supplies	4350	staff devices - accessories
Total		\$ 1,397,742.72
Amount Remaining For Allocation		\$ 39,068.28

In-Person Instruction Grant (IPI)

- Funds were based on re-opening (in-person) timeline from the 2020-2021 school year
 - Timeline/detail and allocation is on subsequent page

- PCHS is anticipating the In-Person Instruction Grant will be fully expenses on reopening activities (2020-21)

Description	Amount
Classified/Certificated Salaries/Benefits (B2C & 5/10 reopening)	\$ 463,418.18
B2C Transportation	\$ 77,043
B2C Water	\$ 15,000
B2C IMA	\$ 2,500
Increased Sub Rates	\$ 35,000
TOTAL	\$ 592,961

* Only reflects impact of recent MOUs. Does not account for PPE, security, janitorial, or stipends for unrepresented members, etc.

ELO / ESSER II & ESSER III

- ELO: Expanded Learning Opportunities Grant
- ESSER II & III
 - Timeline/detail and allocation is on subsequent page

ELO Grant Spending Proposal - 5/24/2021

Description	Amount
Mental Health	\$ 220,432
Tutoring	\$ 150,000
Credit Recovery	\$ 315,000
Tech Needs/Support	\$ 460,000
Professional Development	\$ 350,000
Intervention/Counseling Support	\$ 213,017
Additional Staff (Paraprofessionals & Coaches)	\$ 318,331
Nutrition	\$ 25,000
Total	\$ 2,051,780
Unallocated	\$ -

PCHS ELO Allocation \$ **2,051,780**

Support Strategy	Amount	Notes	CDE Allocation
Mental Health	\$ 220,432	2.6 FTE (LAUSD social worker for 21-22)	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
Tutoring	\$ 150,000	Expanded hours for in-person and virtual tutoring offering	Extending instructional learning time
Extending Instructional Learning Time (Sat School & Summer School)	\$ 205,000	2 semesters of Saturday School (\$80k) & summer school '21 and summer school '22 (\$125k)	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
Credit Recovery	\$ 110,000	2X Accelus license for 21-22 and 22-23 (\$80k) and personnel (aux) for 21-22 (\$30k)	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
Technology	\$ 460,000	Increasing access to tech & connectivity, student devices, in-classroom tech needs, license/subscription renewal, etc.	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
Counseling Support	\$ 28,667	Additional counselor support (40 planning hours)	Additional academic services for students
Intervention Support (Aux)	\$ 184,350	Auxiliaries (up to 10) focused on intervention support	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
Instructional/Tech Coaches	\$ 31,935	Hiring of 2 temporary Instructional/Tech coaches	Integrated student supports to address other barriers to learning
Paraprofessionals	\$ 286,396	4 additional Paraprofessionals (SpEd). Any remaining amount to fund Math paraprofessionals.	Additional academic services for students
PD	\$ 240,000	mental health and socio-emotional learning (cost of PD and paid PD hours) through start of 22-23 school year	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs
Mini Grants	\$ 110,000	Covers Summer '21 and Summer '22 PLC and Individual Grants for new curriculum & assesment development.	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
Nutrition	\$ 25,000	Offering healthy snacks after school	Integrated student supports to address other barriers to learning

TOTAL \$ **2,051,780**

Variance \$ **-**

PCHS
ESSER II & III Spending Proposal

Grant			ESSER II/III	Description of Expense
Support Strategy	Exp Category	Obj Code		
Mental Health	Consulting	5810	\$ 280,000	Temporary increase of 1.0 FTE in 22-23 1.0 FTE and 23-24 (1.0 FTE = 5 days of support per week).
Tutoring	Classified Salaries	2920	\$ 240,000	Offer expanded hours for in-person and virtual tutoring offering in 21-22, 22-23, and 23-24 (\$200k). This includes additional tutoring hours (staff/peer tutors) before/during/after school. Also, modernization of study center to create a more inviting and usable space to increase effectiveness of study center (\$40k)
Extending Instructional Learning Time (Sat School, Summer School, virtual learning expansion, instruction during isolation/quarantine periods)	Certificated Salaries	1110	\$ 69,999	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Options include increasing virtual academy in 2021-22, Saturday School in 22-23, or additional summer school needs in '23.
Technology	Non-Captial Exp	4410	\$ 903,712	student devices, in-classroom tech needs, license/subscription renewal, 21-22 infrastructure needs (\$235k), audio visual needs, student devices, in-classroom tech needs , license/subscription renewal, etc... See appendix page for technology related expenses.
Counseling & Career Support	Certificated Salaries	1110	\$ 163,000	Additional counselor support in 21-22 (40-80 planning hrs) & 22-23 including additional hours (80) & PSAT for assessment and/or college readiness (\$43k)
Intervention Support	Certificated Salaries	1110	\$ 294,500	Auxiliaries (up to 9) focused on intervention support in 22-23 & 23-24 (\$135k) & a temporary intervention counseling support personnel for 21-22 (\$69k) & 22-23 (\$90.5k)
Paraprofessionals	Classified Salaries	2920	\$ 305,000	Up to 8 temporary Paraprofessionals through 2023-24, based on need. Focus areas are SpEd aids, Math paraprofessionals or in-classroom support (TA's) to mitigate learning loss and provide additional student support
PD (salary)	Certificated Salaries	1110	\$ 196,000	Additional PD opportunities in 22-23 and 23-24. Both school-wide and department specific PD as identified by administrative team and department chairs.
PD (conference)	Conferences	5220	\$ 35,000	to address learning loss needs in classroom
Nutrition	Non-Captial Exp	4410	\$ 25,000	Cafeteria infrastructure needs in 21-22 (repairs or equipment upgrades) or additional temporary support staff to help mitigate long lunch lines in 2021-22
Safety/Operations	Consulting/Operations Supplies	5810/5510	\$ 413,000	Pali Academy HVAC (\$25k), automatic exit gate (\$30k), 2 Boilers (\$90k), PPE (\$18k) and 21-22 additional security/janitorial staffing needs (\$250k)
Increasing access to IMA	Instructional Materials	4300	\$ 80,000	Additional instructional material allocation (IMA) needs for 21-22, 22-23 & 23-24. Allocation is based on need and identified via Department Chairs & Administrators.
Staff support in high need areas	Classified Salaries	2900	\$ 95,000	Hours allocated towards areas of need to address learning loss: Attendance/Absenteeism Outreach (\$20k), VAPA Technician (\$15k), Copy Clerk (\$15k), emergency substitutes due to COVID absences (\$45k) etc.
Transportation/Security Increases: COVID Impact	Consulting	5810	\$ 93,000	9% rate increase attributed to industry costs and pandemic related expenses across all PCHS transportation in 2021-22 (\$70k). 10% increase attributed to industry costs for PCHS security vendor in 2021-22 (\$23k).

Total \$ **3,193,211**

TOTAL ESSER II/III Expenses

PCHS
ELO, ESSER II & III Spending Timeline

Grant	Exp Category	Obj Code	ELO	ESSER II/III	ESSER II/III	ESSER II/III	Description of Expense
Support Strategy			2021-2022		2022-2023	2023-2024	
Mental Health	Consulting	5810	\$ 220,432		\$ 140,000	\$ 140,000	Temporary increase of 1.0 FTE in 22-23 1.0 FTE and 23-24 (1.0 FTE = 5 days of support per week).
Tutoring	Classified Salaries	2920	\$ 150,000	\$ 40,000	\$ 100,000	\$ 100,000	Offer expanded hours for in-person and virtual tutoring offering in 21-22, 22-23, and 23-24 (\$200k). This includes additional tutoring hours (staff/peer tutors) before/during/after school. Also, modernization of study center to create a more inviting and usable space to increase effectiveness of study center (\$40k)
Extending Instructional Learning Time (Sat School, Summer School, virtual learning expansion, instruction during isolation/quarantine periods	Certificated Salaries	1110	\$ 205,000	\$ 23,333	\$ 23,333	\$ 23,333	Provide additional options for expanding instructional learning time to help support credit deficient students, or to provide instruction during quarantine/isolation periods. Options include increasing virtual academy in 2021-22, Saturday School in 22-23, or additional summer school needs in '23.
Technology	Non-Captial Exp	4410	\$ 450,000	\$ 903,712	\$ -	\$ -	student devices, in-classroom tech needs, license/subscription renewal, 21-22 infrastructure needs (\$235k), audio visual needs, student devices, in-classroom tech needs , license/subscription renewal, etc... See appendix page for technology related expenses.
Counseling & Career Support	Certificated Salaries	1110	\$ 28,667		\$ 81,500	\$ 81,500	Additional counselor support in 21-22 (40 planning hours) and 22-23 including additional hours (80) & PSAT for assessment and/or college readiness (\$43k)
Intervention Support	Certificated Salaries	1110	\$ 184,350	\$ 74,500	\$ 152,500	\$ 67,500	Auxiliaries (up to 10) focused on intervention support. In 22-23 & 23-24, Auxiliaries (up to 9) focused on intervention support: (\$135k) & a temporary intervention counseling support personnel for 21-22 (\$70k) & 22-23 (\$80k)
Paraprofessionals	Classified Salaries	2920	\$ 286,396		\$ 305,000		21-22: 4 additional Paraprofessionals (SpEd). Remaining amount to fund Math paraprofessionals. 22-23: Up to 5 Paraprofessionals based on need. Focus areas are SpEd aids or Math paraprofessionals.
PD (salary)	Certificated Salaries	1110	\$ 250,000		\$ 98,000	\$ 98,000	mental health and socio-emotional learning (cost of PD and paid PD hours) through start of 22-23 school year. Additional PD for 22-23 and 23-24
PD (conference)	Conferences	5220			\$ 17,500	\$ 17,500	to address learning loss needs in classroom
Nutrition	Non-Captial Exp	4410	\$ 25,000	\$ 25,000	\$ -	\$ -	Cafeteria infrastructure needs in 21-22 (repairs or equipment upgrades) or additional temporary support staff to help mitigate long lunch lines in 2021-22.
Safety/Operations	Consulting/Operations Supplies	5810/5510		\$ 413,000	\$ -	\$ -	Pali Academy HVAC (\$25k), automatic exit gate (\$30k), 2 Boilers (\$90k), PPE (\$18k) and 21-22 additional security/janitorial staffing needs (\$250k)
Increasing access to IMA	Instructional Materials	4300		\$ 30,000	\$ 30,000	\$ 20,000	Additional instructional material allocation (IMA) needs for 21-22, 22-23 & 23-24. Allocation is based on need and identified via Department Chairs & Administrators.
Staff support in high need areas	Classified Salaries	2900		\$ 95,000			Hours allocated towards areas of need to address learning loss: Attendance/Absenteeism Outreach (\$20k), VAPA Technician (\$15k), Copy Clerk (\$15k), emergency substitutes (\$45k) etc.
Transportation/Security Increases: COVID Impact	Consulting	5810	TBD	\$ 93,000			9% rate increase attributed to industry costs and pandemic related expenses across all PCHS transportation in 2021-22 (\$70k). 10% increase attributed to industry costs for PCHS security vendor in 2021-22 (\$23k).

Total **\$ 2,051,780** **\$ 1,697,545** **\$ 947,833** **\$ 547,833**

TOTAL ESSER II/III Expenses **\$ 3,193,211**

Educator Effectiveness Funds (EEF)

The funds were received in 2021-22 and the spending plan was approved by the PCHS Board of Trustees in December of 2021. The funds were already included in the 2021-22 and 2022-23 budgets.

For the most part, the funds must be spent on Professional Development opportunities and have a spending deadline by June 30, 2026.

The link the Professional Development plan is located [here](#)

Subsequent page has the proposed allocation/breakdown.

Section IV

Professional Development Funding

(Allocations are approximate.)

AREA	ALLOCATION
Professional Development Conferences (Teachers)	163,000
Professional Development Workshops	25,000
Professional Development Workshops PBIS	50,000
Professional Development PD Embedded Time	50,000
Professional Development Planning/Educational Consultants	25,000
Departmental Specific Professional Development	163,000
Mentorship (Induction, FIP)	20,000
Curriculum Development	25,000
Technology Coaches and Instructional Coaches	10,000
Total Projected	\$531,000

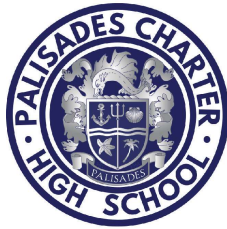
A-G Grant: Spending Proposal

Description	Amount	Notes
College Center Advisor (support person)	\$90,000.00	Part-time college center support: 3-4 days per week from 22-23 through 25-26: \$30 hourly rate
AP Exam Fees for Unduplicated Students	\$56,000.00	Potentially cover AP exam fees for Unduplicated Students through 25-26*
Counseling Support	\$120,000.00	Counseling for unduplicated students (extra hours or additional personnel)
AP Course Expansion	\$87,500.00	New AP Psychology Course (auxiliary, IMA, textbooks, subscriptions) through 25-26
A-G Course Auxiliaries	\$135,000.00	Nine (9) auxiliaries)
A-G Credit Recovery	\$60,000.00	Credit recovery opportunities to ensure A-G completion
PSAT	\$80,000.00	PSAT/NWEA or other assessment
A-G Course Development	\$17,024.00	PD
TOTAL ALLOCATION	\$645,524.00	

Coversheet

RFP No 2023-24-1 Custodial Services Contract

Section: VI. Finance
Item: B. RFP No 2023-24-1 Custodial Services Contract
Purpose: Vote
Submitted by:
Related Material: Custodial Services RFP - 2024-25 Contract.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 16, 2024

TOPIC/ AGENDA ITEM:

VI. FINANCE
B. 2024-2025 Custodial Service Contract

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, Security Service

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the selection of our Custodial Service provider. We completed a formal RFP process in April of 2024, to award a new three-year contract to Khol Building Maintenance.

We requested RFPs from 6 vendors and 5 submitted a formal bid. One submitted a "no bid" letter.

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

The action requested of the Board today will support the goal of ensuring PCHS meets CDE requirements and supports the LCAP.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the 2024-2025 Custodial Service bid to Kohl Building Maintenance.

RECOMMENDED MOTION:

"To approve Khol Building Maintenance as the Custodial Service provider for 2024-2025. The maintenance agreement will be in accordance with the terms presented in the RFP bid"

Juan Pablo Herrera
Chief Business Officer

Custodial Services RFP Bids

Vendor	Date Submitted	Cost (\$) / hr	Annualized Estimated Cost per Daily/Weekly Services
Coverall	4/1/2024	\$26.69	\$577,284
Harbor Building Maintenance	4/1/2024	\$28.50	\$647,064
Kohl Building Maintenance	4/2/2024	\$28.50	\$651,500
Expert Building Maintenance	4/1/2024	\$31.30	\$703,123
Premier Property Preservation	4/2/2024	\$25	\$800,800
SSC Services for Education	3/5/2024	Provided "No Bid" letter	



PROPOSAL-CUSTODIAL SERVICES [RFP NO. 2023-24-1]

Prepared By:

KOHL BUILDING MAINTENANCE, INC.

Prepared For:

PALISADES CHARTER HIGH SCHOOL

**SUBMITTED TO:
JUAN PABLO HERRERA, PALISADES
CHARTER HIGH SCHOOL**

April 2, 2024

SECTION I

EXECUTIVE SUMMARY

Kohl Building Maintenance, Inc. ("KBM") is pleased to submit the following proposal to Palisades Charter High School ("PCHS") for janitorial maintenance services for their campus, located at 15777 Bowdoin Street in the Pacific Palisades ("School"). The terms of this proposal reflect our understanding of the services to be performed and our initial survey of the School.

Making The Right Choice

When retaining a professional janitorial maintenance company, you must find one that can be trusted to produce the results you need. Choosing from the myriad of competing firms is not an easy process. A good janitorial maintenance professional must be able to create a maintenance program that matches your needs and minimizes costs and the disruption of your business but also listening to the needs of the client, provided RFP requirements will always be addressed and taken care of. Knowing that your organization has a unique culture which must be understood before it can be properly serviced is essential.

Look for someone who takes the time to ask the right questions and listens carefully, gathering the information necessary to develop effective, tailor-made solutions. Spend time evaluating credentials and references. Ask tough questions to make sure you will be comfortable working closely together.

Your maintenance advisor should understand the dimensions of facilities maintenance and be absolute enough to recognize the appropriate materials, supplies, and equipment necessary to perform the varied tasks, just as you understand the dynamics of the business which you operate. Project management skills are also crucial. Your maintenance advisor must make the process as effortless for you as possible, allowing you to spend your valuable time conducting your business. Ultimately, your maintenance advisor should always be available to assist you with any additional services you may require.

Company Profile

At KBM, our primary mission is to deliver consistent superior services. We help our clients define their janitorial maintenance requirements and provide the most cost-effective solutions. Since 1974, KBM has

developed standards of excellence rooted in the belief that every organization has a unique set of needs and expectations that must be understood and met. We hire responsible individuals and train them carefully to develop the skills necessary to reach our standards. It takes more than knowledge and expertise to meet the needs of our clients. It takes a dedication to excellence and service - a commitment you will find within every KBM professional.

Equipment, Materials and Supplies

KBM agrees to provide such maintenance personnel, materials, supplies and equipment necessary to perform all of the services hereinafter specified. These supplies and equipment consist of brooms, brushes, buckets, buffing machines, detergents, disinfectants, ladders, mops, polishes, scouring powders, vacuum cleaners, etc. Restroom supplies such as paper towels, toilet tissue, toilet seat covers, hand soaps, deodorants and plastic liners are not covered or included in this proposal. At PCHS' request, KBM will arrange to provide these or other supplies to you, billing them separately on our regular monthly statement.

Insurance and Surety Bond

KBM shall at all times be licensed and bonded to protect our customers as well as ourselves. We shall also carry Public Liability, Property Damage Insurance and Workman's Compensation Insurance. Certificates of all insurance coverage shall be filed with you upon request.

Security Provisions

KBM shall comply with all Security procedures and other restrictive regulations existing in the School. Emergency names and phone numbers, including those of both PCHS' designated management and KBM management, will be posted in a conspicuous place in the janitor closet or the like. It shall be mutually agreed and understood that no person, other than authorized KBM maintenance crews, shall be permitted to enter the School during the period KBM is performing service. Persons other than KBM maintenance crews authorized to be in the School shall have their own means of entry without involving KBM maintenance crews.

Keys to the School, when placed in our custody, will be accounted for at all times. They will be tagged with PCHS' code number (assigned internally by KBM), and the name and address of KBM. With your consent, we shall retain duplicate keys in our safe for emergency and supervisory requirements.

KBM Identification and Personnel Policy

All KBM maintenance crews are screened, trained and monitored for job proficiency, safety and reliability. All KBM maintenance crews are provided with, and required to continuously wear an identification pass showing that he or she is part of a KBM maintenance crew. If, at any time, any KBM maintenance crew or person is unsatisfactory to you, for any reason whatsoever, upon your notification, such person or crew shall be immediately replaced and removed from the performance of any work within the premises covered by this proposal.

Contractual Flexibility and Additional Services

In the event PCHS requires, or requests, that KBM perform services in addition to, or different from, the work hereinafter specified, KBM shall bill for such services an amount as may be from time to time mutually agreed upon. However, it is the intent and basis of this proposal that the School shall always be maintained to your complete satisfaction, and any minor requirements, although not specifically mentioned herein, are implied and will be included in the maintenance of the School. Due to our staff of 450 employees, we are able to accomplish our regular services and also be able to staff the specialized without any delays.

Supervision and Inspections

Continuous on-the-job supervision and regular critical inspections are conducted by KBM management to assure proper job performance and your complete satisfaction. The consistent, reliable workmanship of KBM maintenance crews is our fundamental objective. KBM is at your service in an emergency or whenever special needs arise. We pride ourselves on handling customer problems swiftly and efficiently and are committed to executing every detail of your cleaning maintenance program.

Communication and Reporting

Communication and reporting skills are essential. KBM makes the process as effortless for you as possible, allowing you to spend your valuable time conducting your business. KBM management will establish direct contact with PCHS to ensure that any questions, comments, emergencies, or requests can be discussed with KBM on an as needed basis.

At PCHS' request, KBM will also provide an on-site Control Book, in which PCHS can register daily comments, requests or complaints. The control book helps to serve as a communicative tool between PCHS and KBM's on-site supervisor. The on-site supervisor will review the book nightly and complete all items of request. Additionally, PCHS will be informed of any unusual activities, persons, or items in need of repair. Since the book indicates time, date and information regarding the complaint or request, over a period of time, we are able to realize problem areas and individual particulars and take the necessary corrective measures.

The control book does not, however, take the place of direct communication with KBM's management. Monthly meetings with PCHS will be encouraged to ensure quality control. KBM management and crew supervisors maintain 24-hour immediate response monitoring via an alpha-numeric paging system. We will always be a phone call away!

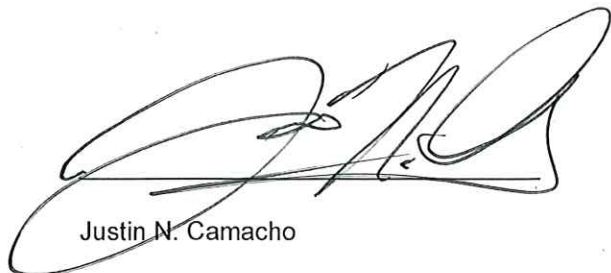
The KBM Ethic

Since our inception in 1974, we have developed a corporate culture that embraces openness and honesty. We are 100% family owned and managed, and are, in fact, involved in the supervision and direction of every project. We have sought out hard-working, responsible individuals who actively participate in the success of our company. KBM management, crews and supervisors work together as a team of trained janitorial professionals where information, knowledge and expertise are openly and deliberately exchanged - a feature that greatly benefits our clients.

Requested Company Information

Kohl Building Maintenance, Inc. is located at 9620 Topanga Canyon Place, Unit F Chatsworth, California 91311. KBM is a California corporation. KBM's Federal Employee Identification Number is 95-481-0877 and Corporate Identification Number is C2251719. The Primary liaison to PCHS is Justin Camacho, Account Manager, office: 818-882-2600 mobile: 917-842-8103 email: justin@kohlbm.com. The authorized binder for the contract is Jeffrey A. Kohl, President, office: 818-882-2600, jkohl@kohlbm.com.

By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.



Justin N. Camacho

Attachment E

Authorization Agreement

Request for Proposal for Custodial Services
RFP No. 2023-24-1

We, Kohl Building Maintenance, Inc., by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.
2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.
3. That the proposal submitted is a firm and irrevocable offer good for one year, with yearly renewal options.
4. That we have made examinations and verifications and are fully conversant with all conditions under which services are to be performed for PCHS.
5. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

Company Name: KOHL BUILDING MAINTENANCE, INC.

Address: 9620 TOPANGA CANYON PLACE, UNIT F

City: CHATSWORTH State: CA Zip: 91311

E-mail Address: justin@kohlbm.com

Web Site Address: kohlbm.com

Name of Authorized Representative: Justin Camacho

Title of Authorized Representative: Account Executive


Signature of Authorized Representative

Date Signed: 4/12/24

SECTION III

SCOPE OF WORK & TRANSITION PLAN

KBM proposes to undertake this assignment by performing various maintenance tasks on a daily, weekly, monthly and quarterly basis, as follows:

AREAS OF SERVICE

Restrooms, Classrooms, Offices, Department Rooms, Hallways, Kitchen, Lunchroom, Gymnasium, Stadium, Locker rooms, Auditorium, Aquatic Center, Main Campus, Pali Academy, etc.

DAILY SERVICE (MON THRU FRI ON SCHOOL DAYS):

RESTROOMS

1. Clean, wipe, disinfect, sweep, mop, pick-up/take-out trash, etc. for toilets, urinals, sinks, washbasins, faucets, flushers, handles/knobs, dispensers, partition tile surfaces, stainless steel, chrome and brass fixtures, mirrors, etc., and refill all consumable/paper products and soap/other dispensers, graffiti removal, empty trash and reline with fresh bags. Deposit properly all cleaned up material in proper/designated bins.
2. Fill out restroom checklist for each cleaning, and replace filled up checklists as needed. Preserve all filled up checklists for the entire semester just in case anyone asks for proof of prior cleaning. PCHS is open to an online system as long as all costs of such are borne exclusively by service provider and not charged back to PCHS, and PCHS determined people are provided full access to our system and data as desired.
3. All references to anything to be done to Restrooms in any section of this scope document need to include all restrooms, whether student, adult, main campus, gym, locker rooms, Aquatic Center, Stadium, Pali Academy, etc.

CLASSROOMS/OFFICES/DEPT. ROOMS/INTERIOR HALLWAYS/KITCHEN/LUNCHROOM/OTHER ROOMS

1. Regular trash removal plus clean/disinfect all items including but not limited to: desks, tables, countertops, light switches, door handles/knobs/bars, telephones, sinks, washbasins, faucets, and mop all interior vinyl, tile, concrete flooring throughout the space. Also, when needed, to help remove gum/stains/graffiti. Please remember to leave all light switches in rooms with lights activated by sensors in the up/on position and when done to double-check that all doors are closed, latched, locked. It is important to Report via email to FacilitiesHelp@PaliHigh.org anything not working properly, including but not limited to: light switches/fixtures/bulbs, electrical outlets, door knobs/handles/latches/locks, falling ceiling tiles, etc. – We're not asking Custodians to check all of these things every time they enter a room, but at a minimum to do so thoroughly at least weekly, and we are asking them be on the lookout for such things during the course of their work and to report all instances of these types of things they see via email in a timely manner.
2. MGAC-Pool/Other: Gym, Pool, Pali Academy, etc. offices to receive same services as indicated in above for all classrooms/offices/rooms/etc.; plus empty trash in general facility and hose down and clean/ disinfect restrooms.

3. In addition to all interior countertops, clean and wipe down all outside countertops, including drinking fountains and basins.
4. Vacuum all carpeted areas on campus in the classrooms and offices. Vacuum cleaner to be provided by service provider and must contain a Hepa filter. Offices with carpeting/rugs such as but not limited to: EDP, College Center, Director of Operations, Business Manager Office, Library, etc. can be scheduled with respective parties by AM/PM Supervisors.
5. Spot clean carpets as needed.
6. Dust/Wipe computer surfaces with duster type of material. Wipe excessive fingerprints/ grime off monitors/screens. What is used and how it's done to be worked out in advance with the PCHS Technology Dept.
7. Damp-wipe furnishings, equipment in all classrooms (cubbies, classroom cabinets, etc.) - inside of desks/cabinets not included.
8. Dust all office furniture (chairs, file cabinets, bookshelves, computers, and desk).
9. Wipe interior window ledges and all other flat surfaces, including countertops.
10. Spot clean walls as needed, including light switch covers.
11. Clean all building entry doors, interior and exterior windows in foyer, surrounding glass, interior doors and wipe clean kick plates, door closer, door jamb.
12. All references to anything to be done to **CLASSROOMS/OFFICES/DEPT. ROOMS/INTERIOR HALLWAYS** ... in any section of this scope document need to include all classrooms/offices/ kitchen/lunchroom other rooms, whether Palisades Charter High School, main campus, Aquatic Center, Trailers, Stadium, Pali Academy, etc.
13. Monitor entire campus including Stairwells (main campus and stadium) for trash, sweep and/or blow debris in general, after nutrition/lunch including exterior walkways as custodians go from class to class.
14. Refill all paper products and soap/other dispensers in all locations throughout the day/night as needed.
15. Clean, wipe, disinfect, sweep, mop, empty trash in Gym areas including but not limited to court, floors, bleachers, locker room, lockers, restroom, showers, PE offices, weight room, fitness center, wrestling room, basketball locker rooms, coach's offices, snack shop.
16. Clean, wipe, disinfect, sweep, mop, spot wipe Gilbert Hall walls, stage, wipe back of Gilbert Hall seats, gum removal, empty trash in Mercer Hall & Gilbert Hall areas including stages, green room, dressing rooms and restrooms. Pull trash from Mercer back exterior gated area (AM/PM).
17. Stadium: General trash cleanup on field, track, stands/bleachers, walkways, restrooms, Sports Shack (aka LAX or Shane Shack), Football Shack, etc.

18. Clean, wipe, disinfect tables, chairs & appliances and sweep, mop, empty trash in "Teachers' Lounge" including outdoor patio area.
19. General cleanup of all Student & Faculty/Staff common eating areas after breakfast, nutrition, lunch and late bus departure (~6pm), as well as disinfect/wipe tables tops and benches.
20. Clean, wipe, disinfect, sweep, empty trash, damp mop kitchen/cafeteria floors, restrooms and kitchen basin.
21. Empty all trash and reline containers with fresh bags throughout campus, including but not limited to: classrooms, workrooms, offices, conference rooms, restrooms, hallways/walkways, quads, blacktops, baseball field, gym/locker rooms, cafeteria eating areas, entire stadium facility, Pali Academy, parking lots, etc. Deposit trash properly in proper/designated bins.
22. Close and keep all trash bin lids near loading dock and behind cafeteria closed to not encourage wildlife.
23. White & Chalk Board Erasing: DO NOT CLEAN/WIPE/ERASE – Unless specifically requested to do so by Facilities Manager or Director of Operations.
24. AM/PM supervisors are responsible to check PCHS website for planned events to coordinate with their teams in regards to cleaning the commonly used facilities that pertain to said events
25. Identification & Reporting to Supervisors of anything seen broken, not functioning properly, or missing. Supervisors reporting these items to FacilitiesHelp@palihigh.org (ideally with pictures).
26. Clean Loading Dock breakroom in similar fashion as other commonly used spaces at the end of each shift.
27. MGAC-Pool: to receive same services as indicated above for all classrooms/offices/rooms/etc.; pluplus, pty trash in general facility, hose down and clean/disinfect locker rooms, periodic deep clean of pool office and pool classroom.

Weekend Services (Sat/Sun):

1. Restrooms - Clean male and female restrooms in gym lobby, pool, stadium (home and visitor sides), loading dock, copy room, A-Bldg. 1st Floor, Mercer Hall, Gilbert Hall
2. Trash – Empty all trash and reline containers with fresh bags throughout campus, including but not limited to: classrooms, workrooms, offices, conference rooms, restrooms, hallways/walkways, quads, blacktops, baseball field, gym/locker rooms, cafeteria eating areas, entire stadium facility, Pali Academy, etc. – All areas potentially in use over any given weekend. Special attention in terms of checking and providing trash service to all weekend permit areas being used (review online schedule for permit usage). Deposit all cleaned up materials properly in proper/designated bins.
3. Large & Small Gyms - Dust & Mop with Bona Pro Sport Floor Care Cleaner (Provided by PCHS) at conclusion of gym use each day/night.

4. Gym Lobby – Dust & Mop
5. Aquatic Center / Pool: shower wall area deep bleach cleaning, floor scrubbing, cleaning and sanitizing locker exterior surfaces, toilet stall partitions, hand dryer, baby changing surfaces, water fountain.
6. Stadium/Faculty Lot - Blow Off and Broom as needed, especially Sunday late afternoon to be ready for Mon school day.
7. Mercer Hall & Gilbert Hall – Dust & Mop
8. Covered Eating Area – Wipe/Disinfect Tables
9. Gum & Graffiti Removal - Continuous cleanup as needed/seen throughout campus.
10. Loading Dock Breakroom: Clean breakroom is similar fashion as other commonly used spaces at the end of each shift.
11. Check/Follow Facilities-Use Schedule for areas in use for pre and post use cleaning.
12. Ad-Hoc duties as requested by school on occasional weekends.

Weekly Service will be performed and Day of Week:

1. Deeper cleaning and Disinfect equipment in Fitness Room and Weight Room (Mondays and Thursdays)
2. Machine scrub MGAC/Pool restrooms and office floors (lifeguards will clear floor area). Detail scrub stall walls and hose down. (Friday and Monday)
3. Clean Gilbert Hall, Mercer Hall and/or Library before major uses including but not limited to Board Meetings, Faculty Meetings, PTSA Meetings, etc.
4. PM shift staff to distribute (2) boxes of tissue per class 2x week (Monday and Wednesday)
5. Restrooms cleaned at conclusion of permit use late on Friday & Saturday so they're ready for Saturday and Sunday AM permit users for Gym Lobby, Pool, Stadium (home and visitor sides), Mercer Hall, Gilbert Hall
6. Clean around trash bins at loading dock and behind cafeteria after trash company picks up (Monday & Thursday – subject to change)
7. Clean elevator
8. Clean trailer offices behind next to W-Bldgs., behind Pool Building and at Pali Academy
9. Disinfect all doorknobs/handles, classroom sink faucets, and student desks
10. Check/Replace all Air-Fresheners & Deodorants throughout campus.

11. Sweep or leaf blow gated exterior area used by class J-100 out back.
12. Sweep or Leaf-Blow out the Exit Gate rolling gate track daily (when going to Stadium for anything)
13. Clean exterior of appliances in the classrooms, teacher/staff lounge and staff work room.
14. Clean Classroom and Workroom sinks throughout campus.
15. Clean and stock custodian closets
16. Apply deodorizers in restroom drains if requested.
17. Clean A-Bldg. Offices when possible: EDP, Attendance, CBO, HR, Counseling, & Operations
18. Blow off basketball courts and tennis courts.
19. Power Wash Cafeteria Covered Eating area and behind Cafeteria at Loading Dock area

Monthly Service:

1. Clean baseboards throughout campus.
2. Dust all exterior light fixtures and exterior cameras – use extended reach poles to do this.
3. Dust and clean all facility vertical blinds.
4. Dust all ceiling, wall and floor vents throughout campus.
5. Thoroughly Clean Main Office, Nurse's Office, and Breakroom Refrigerators
6. Clean/dust/wipe Aquatic Center interior office windows; locker room deep cleaning (surface and inside) and dust ceiling vents.

Quarterly Service:

1. Dust/clean wipe/disinfect all chairs, tops of chairs, tables, stools, and their legs.
2. Clean and shampoo all carpets.
3. Machine scrub all hallways with auto scrubber or pressure washer – During 4 major breaks: Thanksgiving, Winter, Spring & Summer with existing staff only)
4. Buff Floors for A-Bldg. 1st/2nd floor, Mercer, Gilbert, Teacher's Lounge, Copy Room
5. Clean/Wax A-Bldg. 1st Floor Hallway Flooring

Annual or Major Breaks (Summer & Winter) Service:

1. Summer Break Only - Strip and wax floors use existing staff only to perform duties as same FTE

count. All movable classroom furniture/objects to be moved out to insure floors are done.

2. Vendor will supply all supplies (stripper/wax/stripping, pads, etc.), all labor and major equipment necessary
3. Detail cleaning of all Classrooms/Offices/Dept. Rooms/Conference-Rooms/Other-Spaces
4. Power-Washing of all exterior areas
5. Clean out of all interior and exterior light fixtures of dust, bugs, etc.
6. Clean and disinfect trash bins/containers
7. Deep scrub of all tile in restrooms, showers, locker rooms and cafeteria
8. Wax A-Bldg. Hallway Floors (1st & 2nd Floor), Mercer Hall & Gilbert Hall Floors
9. Summer Break Only – Wax Music Bldg. Hall, Teacher/Staff Lounge and Copy Room
10. Winter Break Only - Buff Music Bldg. Hall, Teacher/Staff Lounge and Copy Room

In-Scope General Services:

1. Additional/Misc. help preparing for, during, and post major large-scale events occurring during normal shifts. Things including but not limited to: Pep Rallies, Unity Day, Back-to-School Night, Perspective New Pali Family Night, Senior Carnival, Graduation, etc. Standard shift duties to be appropriately adjusted/reduced to counteract the time for this help.
2. Other duties as assigned so long as they do not adversely affect standard-shift responsibilities without standard shift duties being appropriately adjusted/reduced to counteract the time for this help on any given day.

Out of Scope Services – *Extra Charge Quote as requested.

1. Clean Upholstery: Office chairs, staff lounge sofa and loveseat, classroom easy chairs, etc.
2. School Events which require additional labor where no reduction is made in daily standard duties that are mutually agreed to
3. Summer and Winter Break staff are to only be utilized for Janitorial oriented services or typical skills for such staff. If tasks outside these general guidelines are needed, PCHS will submit a request for such labor and any staffing pulled for other duties will be only replaced when PCHS request in writing. Duties will be agreed to with Vendor to ensure the Health/Safety of staff.
4. Janitorial Staff are only paid for days/hours worked. PCHS does not pay for Holidays or unexpected school shut-down missed days' work by default, only if requested to do so by PCHS*.

*If staff are requested to work any noted holiday, PCHS will be charged for the overtime cost. Any extra labor requested will be quoted and PCHS will sign off prior to start of work with a Service Request form or E-mail from PCHS.

QUALITY CONTROL

The following items shall be performed by KBM management and reported to PCHS on a monthly basis.

Interior Building Walkthrough and Inspection: Check and report cleanliness of Office Areas, Restrooms, Supplies, Carpet, Floors, etc. Report visible deficiencies and corrective measures to PCHS.

Client Relations: To ensure quality control, monthly visits will be requested with PCHS to discuss any questions, comments, requests or problems.

Janitorial Supplies: Check and monitor janitorial supplies weekly. Supplies in need of restocking shall be reported to PCHS for monthly delivery.

SECTION IV

FEE PROPOSAL & FINANCIAL ANALYSIS (ATTACHMENT F INCLUDED)

Our charge for the performance of all work and specifications outlined above shall be as follows:

JANITORIAL SERVICE CHARGE	July 2024	July 2025	July 2026
Monthly Service Charge	\$54,275.00	\$56,200.00	\$57,625.00
Hourly Rate	\$28.50	\$29.50	\$30.25

The above Monthly Service Charge Options represent various man-hours per day and/or night scenarios. Cleaning schedules and daily, weekly and monthly tasks shall be determined in accordance with the option chosen. Please note that the above Monthly Service Charge considers all chemicals, equipment, labor, liability and workers compensation and includes the labor of eleven (11) full-time employees, each with a forty (40) hour per week shift. Please note that July 2025 and July 2026 figures include a City and County of Los Angeles mandated minimum wage increase that is assumed to be fifty (\$0.50) cents per hour. Should said increases differ, then the prices shall be adjusted accordingly.

FREQUENCY OF SERVICE **Seven (7) days per week coverage.**

The above referenced Frequency of Service is broken down as follows: Four (4) full-time employees Monday through Friday from 6:30am-3:00pm; six (6) full-time employees Monday through Friday from 3:00pm-11:30pm; and one (1) full-time employee Wednesday through Friday from 3:00pm-11:30pm and on Saturday and Sunday from 1:00pm-9:30pm.

HOURLY SERVICE CHARGE OPTIONS	July 2024	July 2025	July 2026
Night Staff (M-Sa: 3:00 p.m. – 11:30 p.m)	\$28.50	\$29.50	\$30.25
Day Porter Service (6:30 a.m. - 3:00 p.m.)	\$28.50	\$29.50	\$30.25
Event Cleaning (4 hour minimum)	\$30.00	\$31.00	\$31.75

Based on the dynamic nature of School activity, at times, additional staffing, or less staffing than that outlined in the Basic Monthly Service shall be required Conversely, should less staffing be required at any given time, a credit of \$28.50/ \$29.50/ \$30.25 per man hour shall be applied to the Basic Monthly Service charge. Said fluctuations could be based on seasonality, special functions or seasonality. A base level for service and frequency of comparison shall be defined and agreed upon by PCHS and KBM, but not greater than monthly or less than every two (2) weeks. As such, labor hours and billing shall be adjusted accordingly. This can be applicable for night, as well as day labor hours.

The above charges shall be billed bi-weekly based on the amount of man-hours worked for said periods. Overtime shall be approved by PCHS and charged at a rate of one and one-half of the hourly rate. Work on nationally recognized holidays shall be billed on an overtime basis.

ADDITIONAL SERVICES (Available upon request and priced separately.)

Event Set Up/Breakdown	\$30.00/ \$31.00/ \$31.75 per man hour.
Carpets cleaned	\$32.50/ \$33.60/ \$33.40 per man hour.
Resilient tile floors stripped, sealed, and refinished.	\$32.50/ \$33.60/ \$33.40 per man hour.
Windows Washed (Interior and Exterior)	To Be Determined.
Emergency Services	\$50.00/ \$51.65/ \$52.90 per man hour.
Construction Clean Up	\$40.00/ \$41.25/ \$43.00 per man hour.
General Clean Up	\$28.50/ \$29.50/ \$30.25 per man hour.

Payment shall become due and payable on the first day of the month following that in which services were rendered. Changes in the cleanable square feet and/or required services may cause the quoted prices to be adjusted reasonably upward or downward.

KBM appreciates the opportunity to submit the above offer. It is our continuing objective to yield our clients complete satisfaction by providing quality service at a reasonable cost. We look forward to the opportunity of working with you in the near future.

SECTION VI

MAINTENANCE AGREEMENT

MAINTENANCE AGREEMENT

1. This agreement is entered into by KBM, INC. ("KBM") and Palisades Charter High School ("PCHS") for janitorial maintenance services to be performed by KBM at PCHS located at 15777 Bowdoin Street, Pacific Palisades, CA as is set forth herein. Only those services listed on the attached schedule will be performed.
2. All negotiations and earlier maintenance agreements, verbal or written are merged in this agreement. No modification or change shall be binding unless in writing and are signed by both parties. The person signing this agreement represents that they have full authority to sign contractually and PCHS hereby acknowledges receipt of the copy of this agreement. The signature of PCHS or PCHS' representative on this agreement constitutes acceptance of the services and terms of payment of KBM.
3. KBM shall furnish all cleaning material and equipment necessary. PCHS shall be responsible for providing all other supplies, such as: toilet tissue, hand towels, soap, plastic trash liners, etc..
4. All services shall be considered performed in accordance with this agreement unless notice to the contrary is received by KBM. Such notification shall be communicated by PCHS to KBM by telephone within 24 hours and confirmed by written notice to KBM and received by KBM within 72 hours of occurrence. Liability of KBM shall be limited to the correction thereof. Failure to give such notice shall constitute a waiver of PCHS' claim.
5. The term of this agreement shall be month to month from date of commencement and automatically extend on a basis of month-to-month thereafter. In the event of non-performance, either party may terminate these services by issuance of a thirty (30) day written notice.
6. On default by PCHS, KBM may without notice to PCHS, accelerate payment of all sums due under this agreement and the entire amount shall become immediately due and payable.
7. Upon termination, PCHS hereby agrees that for a period of two years after termination, they shall not employ any present or former employee, subcontractor, vendor or representative of KBM.
8. KBM shall at all times be licensed, bonded and carry Contractors Public Liability Insurance.
9. If legal action is required for the collection of any amount in default, PCHS agrees and promises to pay such sums as may be determined reasonable by law.
10. Services shall commence on the _____ day of _____, 2024.
11. The monthly service charge shall be charged on an hourly basis at a rate of \$_____ per man-hour. Overtime when worked, shall be charged at a time and a half rate of \$____per man-hour. PCHS agrees to make payment within two (2) weeks of receiving the invoice. Said pricing shall be subject to increases in accordance with the SEIU Maintenance agreement and/or Government mandated increases.
12. KBM is not obligated to perform services on nationally recognized holidays. Services on holidays, when requested, shall be charged double the regular hourly rate of \$_____ per man-hour.

KBM, INC.

PALISADES CHARTER HIGH SCHOOL

By: _____

By: _____

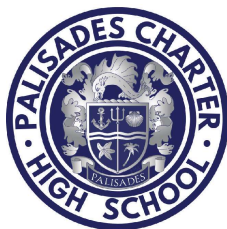
Dated: _____

Dated: _____

Coversheet

RFP No 2023-24-2 Safety & Security Services Contract

Section: VI. Finance
Item: C. RFP No 2023-24-2 Safety & Security Services Contract
Purpose: Vote
Submitted by:
Related Material: Security Services RFP - 2024-25.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 16, 2024

TOPIC/ AGENDA ITEM:

VI. FINANCE

C. RFP 2023-24-2 Safety and Security Services Contract

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Finance, Operations Team

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the selection our campus Security Service provider. We completed a formal RFP process in April of 2024, to award a new three-year contract to St. Moritz Security Services.

The cost per hour for a security guard will decrease 3% while the level of service is expected to remain unchanged.

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

The action requested of the Board today will support the goal of ensuring PCHS meets CDE requirements and supports the LCAP goal #3.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve St. Moritz Security Services as the winning bidder for the 2024-25 security services contract.

RECOMMENDED MOTION:

"To approve St. Moritz Security as the security services provider for 2024-2025. The agreement will be in accordance with the terms presented in the RFP bid."

Juan Pablo Herrera
Chief Business Officer

Security Services RFP Bids

Vendor	Date Submitted	Cost (\$) / hr for regular armed guard	Annualized Estimated Cost per Daily/Weekly Services
Citiguard	4/1/24	\$27.50	\$484,640
Diversified Protective Services	4/2/24	\$28.00	\$492,544
St Moritz Security Services	2/23/24	\$32.00	\$563,892
Allied	3/11/24	\$34.65	\$625,248
The Perfect Event	4/1/24	\$39.00	\$685,152
Stoneridge Protection	4/2/24	\$40.00	\$694,720
Execushield	4/2/24	\$55.21	\$988,878



DELIVERING CONFIDENCE IN SCHOOL SECURITY

PROPOSAL FOR SECURITY SERVICES TO PALISADES CHARTER HIGH SCHOOL

PRESENTED TO

Juan Pablo Herrera
PALISADES CHARTER HIGH SCHOOL
15777 Bowdoin St.
Pacific Palisades, CA 90272
Email: pchsrfp@palihigh.org

PRESENTED BY

ST. MORITZ SECURITY SERVICES
David Burger, Regional Vice President
Phone: (949) 413-1472
Email: dburger@smssi.com

St. Moritz
SECURITY SERVICES, INC.

AMERICAN OWNED & OPERATED



SINCE 1982

February 23, 2024

Juan Pablo Herrera
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272
Email: pchsrfp@palihigh.org

St. Moritz
SECURITY SERVICES, INC.

TORRENCE | CALIFORNIA

21250 Hawthorne Blvd. Suite 500

Torrence, CA 90503

Phone: (310) 279-5260

www.smssi.com

RE: Courtesy Security to Palisades Charter High School

Dear Mr. Herrera,

We are delighted to present our proposal for security services tailored to meet your security needs. As security experts, we have meticulously reviewed the scope of service, and we are fully prepared to provide high-quality security services that instill confidence in the Palisades Charter High School campus. Here's why St. Moritz Security is the ideal choice for your security needs:

- **Operational stability and financial strength:** We operate as a robust company with a financial prowess with revenues of \$250 million in 2023, establishing our strong foundation since our inception in 1982.
- **Employee investment and retention:** We believe in investing in our employees, providing advanced training programs and ample opportunities for advancement. This commitment translates into excellent retention rates, ensuring a skilled and loyal security team dedicated to your community.
- **Direct access to our executive team:** Our executive team is readily available to assist in resolving challenges and provide industry best practices, ensuring a smooth and effective partnership.
- **World-class Customer Service Training:** Our officers undergo comprehensive customer service training, equipping them with the skills needed to excel in environments requiring extensive public interaction, guaranteeing a positive and reassuring experience for the community.
- **Security technology:** We leverage our exclusive technology application, TrackTik®, to streamline operations. This includes electronic reporting, efficient personnel management, guard tour systems, GPS Geo-mapping, and effective critical incident management, enhancing the overall security services provided.
- **24/7 Security Operations Center (SOC):** Our SOC serves as a central hub for site communication, additional sourcing coverage, and virtual post inspections. With round-the-clock support, we ensure comprehensive security coverage and a prompt response to any situation.

We are committed to delivering a first-class security program that maximizes your operating budget while ensuring the safety and tranquility of the Palisades Charter High School campus. If you require additional information or have any questions, please do not hesitate to contact me directly at **dburger@smssi.com or (949) 413-1472**.

Respectfully,
David Burger

Regional Vice President



ATTACHMENT E - AUTHORIZATION AGREEMENT

Attachment E

Authorization Agreement

Request for Proposal for Safety & Security Services
RFP No. 2023-24-2

We, [St. Moritz Security Services, Inc], by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.
2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.
3. That the proposal submitted is a firm and irrevocable offer good for one year, with yearly renewal options.
4. That we have made examinations and verifications and are fully conversant with all conditions under which services are to be performed for PCHS.
5. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

Company Name: St. Moritz Security Services, Inc.

Address: 21250 Hawthorne Blvd, Suite 500 Torrance, CA 90503

City: Torrance State: CA Zip: 90503

E-mail Address: dburger@smssi.com

Web Site Address: www.smssi.com

David Burger
Name of Authorized Representative: David Burger

Title of Authorized Representative: RVP Sales - West Region

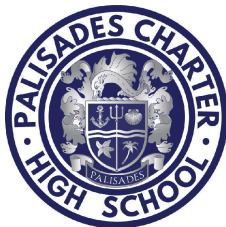
Signature of Authorized Representative

Date Signed: 2/21/2024

Coversheet

RFP No 2023-24-3 Transportation Services Contract

Section: VI. Finance
Item: D. RFP No 2023-24-3 Transportation Services Contract
Purpose: Vote
Submitted by:
Related Material: Transportation Services RFP - 2024-25.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 16, 2024

TOPIC/ AGENDA ITEM:

VI. FINANCE

C. RFP 2023-24-3 Transportation Services

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Transportation Department

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve American Transportation Systems (ATS) as the winning bidder for RFP 2023-24-4 (Transportation Services). ATS is the current transportation vendor PCHS is under contract with and has served PCHS for over 7 years. We are nearing the end of our current three-year agreement with the vendor (2021-2024). Given that ATS won the bid, we will move forward with a new three-year agreement for 2024-27.

For 2024-25, the cost of a regular school bus is decreasing by 1%. Late bus and SpEd transportation rates are flat. However, field trip rates are increasing by 14%-15%, depending on the type/size of the bus. Although various vendors inquired and showed interest, ATS was the sole bidder.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve ATS as the transportation service provider for 2024-25.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve ATS as the winning bidder.

RECOMMENDED MOTION:

“To approve American Transportation System (ATS) as the transportation services provider for 2024-25. The contract will be in accordance with the terms in the RFP bid.”

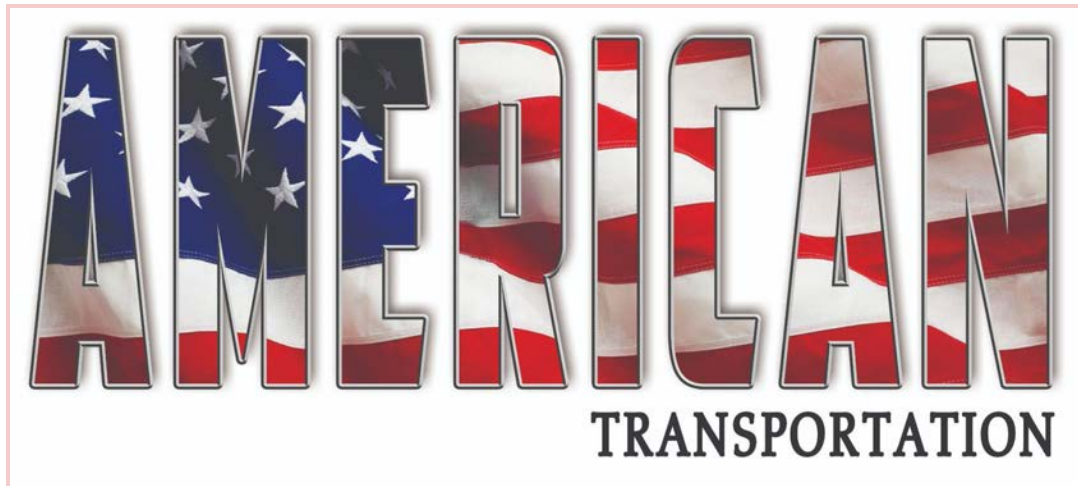
Juan Pablo Herrera
Chief Business Officer



PALISADES CHARTER HIGH SCHOOL

REQUEST FOR PROPOSAL – RFP No. 2023-24-3

HOME TO SCHOOL TRANSPORTATION SERVICES



American Transportation Systems dba American Transportation

HEADQUARTERS:

3133 E South St

Long Beach CA 90805

Phone: (951) 970-3269

US DOT: 1151228

CA Business License: 2454624

TCP Class A Certificate - PSG0016627

UEI: LNDBD3AWZS95

A CERTIFIED MINORITY OWNED BUSINESS



PRICING

PCHS HOME TO SCHOOL ROUTE PRICING:

- AM Route + Single PM Route (ADA Non-CDL Van) = \$550
- AM Route + Single PM Route (Small Bus) = \$595
- AM Route + Single PM Route (ADA Bus) = \$645
- AM Route + Single PM Route (Large Bus) = \$695
- AM Route + Double PM Route (Large Bus) = \$870

Terms & Conditions

- Small Bus = 20 passenger rated capacity
- Large Bus = 82-84 passenger rated capacity
- ADA Bus = 9 passenger rated capacity w/ wheelchair option
- AM + Single PM Route includes up to 8 hours of service calculated at portal to portal timing including inspections. Additional time at \$1 per minute.
- AM + Single PM Route includes up to 160 miles portal to portal. Additional miles at \$1 per mile.
- AM + Double PM Route includes up to 10 hours of service calculated at portal to portal timing including inspections. Additional time at \$1 per minute.
- AM + Double PM Route includes up to 185 miles portal to portal. Additional miles at \$1 per mile.
- Additional terms may be addressed in good faith negotiations of both parties

PCHS ATHLETICS & EXTRACURRICULAR TRIP PRICING:

- Small School Bus = \$129/hour
- Large School Bus = \$139/hour
- Small Coach Bus = \$159/hour
- Large Coach Bus = \$179/hour

Terms & Conditions

- Small School Bus = 20 passenger rated capacity
- Large School Bus = 82-84 passenger rated capacity
- Small Coach Bus = 25 passenger rated capacity
- Large Coach Bus = 50-56 passenger rated capacity
- Pricing is based on "Live Time" from scheduled arrival to final drop off
- One-Way Trips, Mountain Trips, Overnight Trips, and Grad Nights will have specialized pricing on a case by case basis.
- 6 hour minimum reservation per trip
- Additional terms may be addressed in good faith negotiations of both parties

COMPETITIVE PRICE GUARANTEE

- American Transportation is dedicated to providing honest and affordable service to all of its customers. As such, American Transportation is open to matching any pricing package presented from a comparable and reputable supplier offering the same services and equipment at the time of bidding.



This Proposal Form must be completed and submitted with your proposal

PROPOSAL FORM

Request For Proposal – RFP No. 2023-24-3 – Home to School Transportation Services

TO: PALISADES CHARTER HIGH SCHOOL
15777 Bowdoin Street
Pacific Palisades, CA 90272
Attention: Juan Pablo Herrera, Chief Business Officer

Date 3/13/24

Submitted By: AMERICAN TRANSPORTATION SYSTEMS - DAN WILSON, CEO
Service Provider Name and Title

3133 E SOUTH ST, LONG BEACH, CA 90805
Service Provider Address

951-970-3269 Telephone DAN@BUSAMERICAN.COM Email Address

Acknowledgment of Addenda. In submitting this Proposal, the undersigned Bidder acknowledges receipt of all Addenda issued by or on behalf of the School, as set forth below. The Bidder confirms that this Proposal incorporates and is inclusive of, all items or other matters contained in Addenda.

BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDUM:

No. Q&A, Dated 3/11/24 No. ____, Dated _____

No. ____, Dated _____ No. ____, Dated _____

Or check here if **no** addenda were issued.

Additional Information:

Notices. All notices or other correspondence shall be addressed to the School and the Service Provider at their respective addresses set forth herein. Notices shall be effective only if in writing and in conformity with the requirements for service of notices set forth in the Contract Documents.

Confirmation of Figures. By submitting this Proposal, the Service Provider confirms that it has checked all of the figures and understands that neither the School nor any of its agents, employees or representatives shall be responsible for any errors or omissions on the part of the undersigned Service Provider in preparing and submitting this Proposal.



Acknowledgment and Confirmation. The undersigned Service Provider acknowledges its receipt, review and understanding of the Specifications and other Contract Documents pertaining to the proposed Work. The undersigned Service Provider certifies that the Contract Documents are, in its opinion, adequate, feasible and complete for providing and performing the Work in a sound and suitable manner for the use specified and intended by the Contract Documents. The undersigned Service Provider certifies that it has, or has available, all necessary equipment, personnel, materials, facilities and technical and financial ability to complete the Work for the amount bid herein within the Contract Time and in accordance with the Contract Documents. The undersigned Service Provider certifies that its bid amount includes funds sufficient to allow the Service Provider to comply with all applicable local, state and federal laws and regulations governing the labor and services to be provided for the performance of the Work of the Contract and shall indemnify, defend and hold District harmless from and against any and all claims, demands, losses, liabilities and damages arising out of or relating to Service Provider’s failure to comply with applicable law in this regard.

The undersigned hereby proposes and agrees to furnish and deliver the goods and services as quoted in accordance with the terms, conditions, specifications, and prices herein quoted.

Name of Company: AMERICAN TRANSPORTATION SYSTEMS

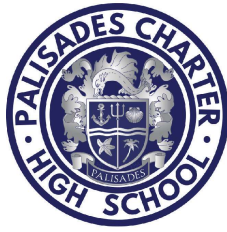
By: 

Name of Authorized Officer or Agent: DAN WILSON

Title: CEO

Date: 3/13/24

NOTE: *If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the company/firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.*



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

2023-2024 ATS transportation rates for comparison (current year)



TODAY'S DATE: 6/2/23

SUBJECT: 2023-2024 School Year Rates

Assuming routes remain materially consistent, pricing for 2023-2024 Contract Year will adjust (per 12 month CPI at https://www.bls.gov/regions/west/news-release/consumerpriceindex_losangeles.htm). PCHS has requested the 12 month CPI rate of increase be locked for the month of May (3.8%) as opposed to the month of June as per the current agreement's language. ATS is agreeable to this request.

Accordingly, the following will be the 2023-2024 Contract Year rates:

Trip Type	2022-2023	2023-2024
Type 1 (Reg Ed - Standard)	\$676.65	\$702.36
Type 2 (Reg Ed - Late Bus)	\$838.87	\$870.75
Type 3 (Special Ed)	\$526.19	\$546.19
Field Trips - School Bus	\$98.49/hr	\$102.23/hr
Field Trips - Mini Coach	N/A	\$139/hr
Field Trips - Fullsize Coach	\$149.47/hr	\$155.15/hr

AMERICAN TRANSPORTATION

PALISADES CHARTER HIGH SCHOOL

Dan Wilson, CEO

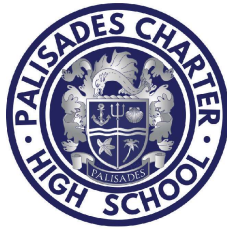
 Name/Title:

 Name/Title

Coversheet

2024-25 MOU for LAUSD School Police Services

Section: VI. Finance
Item: E. 2024-25 MOU for LAUSD School Police Services
Purpose: Vote
Submitted by:
Related Material: 2024-25 MOU for LAUSD School Police Services.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 16, 2024

TOPIC/ AGENDA ITEM:

VI. FINANCE

E. 2024-2025 MOU for LAUSD School Police Services

PERSONNEL INVOLVED:

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

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the 2024-2025 MOU for LAUSD school police services. The estimated cost of the service is \$183,936. This is a 29% increase (\$41,374) versus the 2023-24 MOU amount of \$142,562. The cost of the school police is already accounted for in the current budget. However, the significant cost increase is not.

Despite the significant increase, we are proposing to continue the contract into 2024-25. The 29% cost increase will not be covered by the projected Cost-of-Living-Adjustment (COLA) rate for 2024-25. As a result, we will need to be more efficient in other areas. This action will support our LCAP Goal #3.

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

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

OPTIONS OR SOLUTIONS:

The expectation is that the board approve the 2024-2025 MOU for LAUSD school police services.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The CBO recommends that the Board approve the 2024-25 MOU for LAUSD school police services.

RECOMMENDED MOTION:

"To approve the 2024-2025 MOU for LAUSD school police services in the amount \$183,936."

Juan Pablo Herrera
Chief Business Officer


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

Date: 03/14/24

Charter School: Palisades Charter High School

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

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

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

yolanda.hargress@lausd.net
 E-mail address

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

Police services provided by **one** School Police Officer for fiscal year 2024/25.
 Officers assigned to Charter High Schools for FY '24-'25 will work a 4/10 schedule. If a school wants an Officer on the 5th day, it will be the school's responsibility to cover the funding at the overtime rate for a 10-hour day. It will also be the responsibility of the school to cover any other overtime costs deriving from additional coverage needed.
 (Overtime rate based on highest hourly rate w/fringe benefits.
 Estimated cost includes salary increases through January 1, 2025)

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

Start Date: 7/1/2024 End Date: 6/30/2025

Number of Students: _____ Frequency: _____

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


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

Office or Division: School Police Date: 3/14/2024

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

The estimated cost of the service/materials/project is: \$183,936.00 Hourly rate: _____
 Please attach documentation for cost estimate.

Estimate completed by: Yolanda Hargress / Administrative Assistant 03/14/24
 Print Name/Title Date

 213-202-4569
 Signature Telephone Number

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

 Charter School Administrator Signature and Title

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

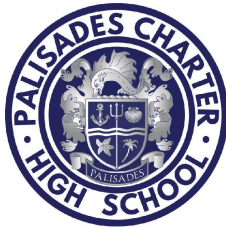
Please forward the FEE FOR SERVICE REQUEST to: LAUSD Charter Schools Division
 333 South Beaudry Ave. 20th Floor
 Los Angeles, CA 90017
 FAX (213) 241-2054

If you have any questions please call: (213) 241-0399

Coversheet

PCHS Retirement Healthcare Benefits Trust Agreement

Section: VI. Finance
Item: F. PCHS Retirement Healthcare Benefits Trust Agreement
Purpose: Vote
Submitted by:
Related Material: PCHS Retirement Healthcare Benefits Trust.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

April 16, 2024

TOPIC/ AGENDA ITEM:

VI. FINANCE
F. PCHS Retirement Healthcare Benefits Trust

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, Chief Business Officer, Trust Attorney, Investment Manager

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve and establish a Retirement Healthcare Benefits Trust for PCHS. This is an irrevocable trust, and its sole purpose is to protect the assets for those individuals who are eligible for the retiree healthcare benefit.

The document was created by a trust attorney and reviewed by our investment management team. Dates/names are subject to change prior to execution.

As a reminder, the funds are already invested, this action simply establishes a much-needed OPEB trust. LAUSD CSD listed this as an action item during the most recent CSD visit.

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

The action requested of the Board today will support the goal of ensuring PCHS meets its fiscal obligations and adheres to LAUSD CSD recommendations to establish an irrevocable trust.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The Chief Business Officer recommends that the Board approve the Retirement Healthcare Benefits Trust for PCHS.

RECOMMENDED MOTION:

“To approve the PCHS Retirement Healthcare Benefits Trust and establish an irrevocable trust.

Juan Pablo Herrera
Chief Business Officer

PALISADES CHARTER HIGH SCHOOL

PUBLIC SCHOOL EMPLOYEE RETIREMENT

HEALTHCARE BENEFITS TRUST

TRUST AGREEMENT

Dated as of March ____, 2024

Sara Margiotta

As Grantor and Initial Co-Trustee

And

Pamela Magee

As Initial Co-Trustee

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TRUST AGREEMENT

THIS TRUST AGREEMENT, dated as of ____ (Date) ____ (hereinafter referred to as “this Agreement”), is made by and between Sara Margiotta and Pamela Magee, each an adult resident of the State of California (“the State”), acting hereunder not in their individual capacities but as to Sara Margiotta, solely as Grantor (“the Grantor”) and Initial Co-Trustee and Pamela Magee, solely as Initial Co-Trustee and together with Sara Margiotta as “Trustees”, do hereby establish the PALISADES CHARTER HIGH SCHOOL EMPLOYEE RETIREMENT HEALTHCARE BENEFITS TRUST (“the Trust”), as a common law Trust for the purpose of holding assets (the “Trust Estate”) solely for the benefit of one or more specified Retirement Healthcare Benefit Plans (the “Plans”) sponsored and provided to qualified public school employees and beneficiaries by PALISADES CHARTER HIGH SCHOOL (hereinafter referred to as “PCHS”), a California non-profit public benefit corporation that commenced operation in February 2, 2004 under a conversion charter approved by the Los Angeles Unified School District, a California School District (hereinafter referred to as “LAUSD”).

This Trust is not established for retirement benefits other than Public School Employee Retirement Healthcare Benefits under the Plans or for Retirement Benefits with respect to any employee or any employer other than PCHS. Each Plan shall be funded and provided solely in accordance with its terms, as provided in this Agreement and in the Plan Benefit Services Agreement (as hereinafter defined), but subject to the changes and modifications expressly permitted under this Agreement. This Agreement is made with reference to the following recitals of fact and law:

RECITALS

WHEREAS, (I) pursuant to the LAUSD’s approval of the Conversion Charter and the Laws of the State, PCHS commenced operation of the School as an existing school campus owned by LAUSD and formerly operated by the LAUSD as Palisades Senior High School (hereinafter referred to as the “Conversion”); and

WHEREAS, (II) by virtue of the charter granted to PCHS by the LAUSD were granted part of the sovereign power of the State, specifically a substantial delegation of the LAUSD’s police power previously granted by the State to the LAUSD and re-delegated by the LAUSD to PCHS, all in accordance with State law, under which LAUSD and PCHS operate the PCHS as an integral part of the State public education system established pursuant to Article IX, Section 5 of the State Constitution, and therefore an instrumentality of LAUSD, a political subdivision of the State; and therefore LAUSD and PCHS comprise a “governmental unit” or an “affiliate of a governmental unit” under State law and for Federal Income Tax purposes; and,

WHEREAS, (III) in connection with the Conversion, PCHS exercised its statutory right to the exclusive “public school employer” of all PCHS public employees (the “Public School Employer”) within the meaning of the California Educational Employment Relations Act and under the jurisdiction of the Public Employment Relations Board of the State and PCHS as Public School Employer has assumed certain Public School Employee Retirement Benefit obligations of the LAUSD to former LAUSD public school employees who have become public school employees of PCHS; and

WHEREAS, (IV) in connection with the foregoing, PCHS as the Public School Employer has relieved LAUSD of LAUSD’s share of costs of Public School Employee Retirement Benefits accruing to former Public School Employees of LAUSD who have become Public School Employees of PCHS and who retire subsequent to the Conversion; and

WHEREAS, (V) in connection with the foregoing, PCHS as the Public School Employer is required to continue, maintain and pay the Public School Employer’s share of Public School Employee Benefits for qualified Public School Employees and Beneficiaries (“the Mandatory Obligations”) which, but for the Conversion would have been paid by LAUSD for its Public School Employees; and

WHEREAS, (VI) the Mandatory Obligations regarding Public School Employee Retirement Healthcare Benefits, primarily Pension Benefits, include the obligations to continue Qualified Public School Employee participation in the government plans (“Government Plans”) within the meaning of Section 414(d) of the Internal Revenue Code of 1986, as amended (as further defined in Section 1.1(d) of the California Public Employees Retirement System (“CalPERS”) and the California State Teachers Retirement System (“CalSTRS”) with public employee accumulation of service credit years to continue in the same accounts and with the same retirement benefit calculations as all other CalPERS and CalSTRS public school employee participants, and to fund the Public School Employer’s share of the costs thereof; and

WHEREAS, (VII) the Mandatory Obligations regarding Public School Employee Healthcare Benefits include, in lieu of continued participation in LAUSD funding, procurement and provision of PCHS as the Public School Employer under comparable Government Plans providing Public School Employee Retirement Healthcare Benefits to qualified public school employees and beneficiaries, with the same public school accumulation of service credit years and with retirement healthcare retirement calculations comparable to or greater than those established under LAUSD sponsored Government Plans; and

WHEREAS, (VIII) based on available actuarial and other information, PCHS has determined that its Mandatory Obligations to establish and fund the Plans as Public School Employee Retirement Healthcare Benefit Plans for qualified public school employees and their beneficiaries (“collectively Plan Beneficiaries”) and the Public School Employer’s cost

of benefits under the Plans (“Plan Benefits”) has resulted in the accrual of unfunded OPEB liabilities (as hereinafter defined); and

WHEREAS, (IX) the Board of Directors of PCHS has determined that it is desirable for PCHS to arrange for the funding and procurement of Plan Benefits under the Plans, both (a) to provide funding solely for the Public School Employer’s (and not “Public School Employees”) contributions for Plan Benefits and (b) to manage PCHS’s budget, operations and certain obligations of PCHS with respect to the Plans and Plan Benefits; and

WHEREAS, (X) the Board has requested the Grantor and the Trustees to execute and deliver this Trust Agreement substantially in the form approved by the Board, but incorporating such modifications as may be necessary to carry out the purposes of this Trust Agreement, including without limitation, those provided in this Agreement, and the Grantor and Trustees are willing to make the grant under this Agreement and to accept the Trusts established under this Agreement, in accordance with the terms of this Agreement; and

WHEREAS, (XI) the execution and delivery of this Agreement by the Grantor and the Trustees as authorized Officers of PCHS are pursuant to due authorization of the Board;

NOW, THEREFORE, the Grantor hereby grants, and the Trustees hereby accept and agree to hold, all assets and funds in trust transferred to the Trust under this Agreement and under the Plan Benefit Services Agreement, but subject to the provisions of this Agreement as follows:

ARTICLE 1. DEFINITION AND INCORPORATION BY REFERENCE

Section 1.1 Definitions

All references herein to “the Agreement” or “this Agreement” are to this Trust Agreement, and all references herein to Articles, Sections, subsections and Exhibits are to Articles, Sections, subsections and Exhibits of this Agreement, unless otherwise specified. Unless otherwise defined herein, capitalized terms used herein and not otherwise defined herein shall have the meanings set forth in this Section 1.1.

- (a) “Asset Manager” means any banking or financial institution engaged by this Trust for the purpose of managing the investment, sale and liquidation of assets of the Trust Estate.
- (b) “Articles of Incorporation” means the Articles of Incorporation of PCHS, as amended from time to time.

- (c) “Authorized Officer” means (i) as to PCHS, the Chief Financial Officer of PCHS or any designee of the Chief Financial Officer of PCHS; and (ii) as to the Trust, the Executive Director of the Trust or any designee of the Executive Director.
- (d) “By-Laws” means the By-Laws of PCHS as adopted and amended by the Board from time to time.
- (e) “Code” means the Internal Revenue Code of 1986, as amended, together with regulations, procedures and guidance provided from time to time by the Internal Revenue Service (including, without limitation, any private letter ruling issued with respect to the Trust).
- (f) “Compliance Manager” means any firm engaged by the Trust for the purposes of preparing valuations of assets of the Trust Estate, compliance by the Trust with covenants herein for maintaining the Federal Tax Exemption of Trust Income pursuant to the provisions of Section 115 of the Code, and compliance by Asset Managers with investment policies adopted by the Trust from time to time, including, without limitation, the definition of the term “Permitted Investments” in this Agreement.
- (g) “Corporate Co-Trustee” means any financial firm or institution or a corporate bank Co-Trustee eligible under the provisions of Section 5.10 herein, which Trustee shall have no voting power with respect to decisions of the Trustees.
- (h) “Executive Director” means the Chief Financial Officer of PCHS or any designee of the Chief Financial Officer of PCHS.
- (i) “Governing Documents” means, severally and collectively, the Articles of Incorporation, the By-Laws and the Conversion Charter.
- (j) “OPEB Liabilities” means PCHS’s Mandatory Obligations with respect to Public School Employee Retirement Healthcare Benefits that PCHS has contracted, or contracts in the future, to provide its Qualified Public School Employees and their Beneficiaries, other than Pension Benefits, and excludes any Retirement Benefits provided by any entity other than PCHS, including, without limitation, CalPERS, CalSTRS or the District.
- (k) “Participation Trust” means any multi-employer trust in which the Trust may deposit funds in accordance with the provisions and limitations of this Agreement, provided, however, that no entity which is not a state, a political subdivision of a State, or an entity the income of which is excluded from Gross Income under Section 115 of the Code, may participate in the Trust, or in any Participation Trust in which the Trust may participate.

- (l) “Permitted Trusts” means any form or type of investment which, after due consultation with and reliance upon the applicable Asset Manager, may be deemed prudent by a majority of the Voting Trustees, with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with these matters would use in the conduct of an enterprise of a like character and with like aims, and with diversification of the investments of the funds so as to minimize the risk of loss and to maximize the rate of return, unless under the circumstances it is clearly prudent not to do so.
- (m) “Person” means any individual, corporation, limited liability company, partnership, joint venture, association, joint stock company, trust, incorporated organization or government or any agency or political subdivision or instrumentality thereof.
- (n) “Plan Benefits Agreement” means the agreement, as it may be from time to time amended and restated, between PCHS and the Trust pursuant to which PCHS agrees to make payments to the Trust as consideration solely for Plan Benefits and related services to be procured or provided by the Trust to or for the benefit of the Plans and Plan Beneficiaries.
- (o) “Qualified Successor Organization” means any successor to PCHS described in Section 2.1(a) herein, the assets of which are irrevocably dedicated to public benefit purposes, and no part of the net earnings, properties or assets of which, on dissolution or otherwise, shall inure to the benefit of any person or entity which is not another public charter school, a traditional public school, or a political subdivision, governmental agency or instrumentality of the LAUSD or the State.
- (p) “Responsible Officer” means (i) when used with respect to an individual Trustee, such Trustee, and (ii) when used with respect to a corporate Trustee, any Vice-President or other designated Officer of such corporate Trustee, customarily performing functions similar to those performed by any of the above designated officers in each case assigned to or employed by the corporate trust department of such Trustee and also means, with respect to a particular corporate Trust matter, any other officer to whom such matter is referred because of his or her knowledge of or familiarity with the particular subject and who shall have a direct responsibility for the administration of applicable provisions of this Agreement.
- (q) “Trust Account” means the account established by Section 3.7 herein.
- (r) “Trustees” means, severally and collectively, (i) the Trustees initially entering into this Agreement and their respective successors; and (ii) effective upon their

appointment pursuant to the provisions of Section 3.6 herein, such additional Trustees so appointed and their respective successors.

- (s) "Trust Office" has the meaning assigned in Section 3.2 herein.
- (t) "Voting Trustee" means each Trustee not appointed pursuant to the Provisions of Section 3.6(a) herein.

ARTICLE 2. REPRESENTATIONS AND WARRANTIES

Section 2.1 Representations and Warranties of the Grantor

The Grantor hereby represents and warrants to the Trustees and any Corporate Co-Trustee, and acting by and on behalf of and at the direction of PCHS, that:

- (a) Each of the Recitals in the forepart of this Agreement is true and correct.
- (b) PCHS is a California non-profit public benefit corporation whose assets are irrevocably dedicated to public benefit purposes, and no part of the net earnings, properties or assets of PCHS, on dissolution or otherwise, shall inure to the benefit of any Person as defined in Section 1.1(m) herein who is not a political subdivision, government agency or instrumentality thereof. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of PCHS shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for educational purposes and is an organization described in Section 501 (c)(3) of the Code or a Qualified Successor Organization, as such term is defined in Section 1.1(o) herein.
- (c) Pursuant to the Governing Documents, PCHS's activities and affairs are managed, and all of its corporate powers are exercised, by and under the direction of the Board, which shall have no fewer than six (6) and no more than eleven (11) Members, of which: (i) not more than one (1) of whom may be a representative appointed by the District; (ii) at least two (2) of whom shall be community representatives elected by the Board; (iii) at least one (1) of whom shall be a parent representative elected by the parent body (one vote per family);(iv) two to three (2 -3) of whom shall be teacher representatives elected by all teachers; and (v) one (1) of whom shall be a classified representative elected to all classified school employees. No teacher or classified representative elected by the Board shall be employed or compensated by PCHS. If the District appoints a Board representative, then the Board may appoint an additional community representative.

- (d) Pursuant to the Conversion Charter as approved by the LAUSD, upon closure of the School, whether by Charter revocation, Charter non-renewal or otherwise, the School will revert back to a LAUSD school.
- (e) In accordance with the transition relief prior to the effective date of final regulations under Section 414(d) of the Code regarding participation in a state or local retirement system that covers public school employees of a Charter School consistent with the “governmental plan” characterization of such system, as published in Internal Revenue Bulletin 2015-16 as Notice 2015-7 (the “Notice”), PCHS desires as the Public School Employer to fulfill the Mandatory Obligations, in accordance with the guidance and example described in the Notice, and for that purpose the Grantor makes the representations and warranties in the following subparagraphs of this Section 2.1(e):
- (i) In accordance with Paragraph (a) of Part III(A) of the Notice, the Conversion Charter and State Law, PCHS is a nonsectarian independent public school of choice that serves an essential governmental purpose by providing tuition-free secondary education for Grades 9-12;
 - (ii) In accordance with Paragraph (b) of Part III(A) of the Notice, the Conversion Charter and State Law, PCHS is established and operates in accordance with specific State statutes authorizing the granting of charters to create independent public schools and the establishment of independent public schools;
 - (iii) In accordance with Paragraph (c) of Part III(A) of the Notice, the Conversion Charter and State Law, participation in State and local retirement systems by PCHS’s public employees is expressly required and permitted thereunder.
 - (iv) In accordance with Paragraph (d)(2) of part III(A) of the Notice, the Conversion Charter and State law:
 - (A) The primary source of PCHS’s funding is the State, funded through State appropriations based on the School’s average daily attendance on a basis similar to the funding mechanism for traditional schools;
 - (B) The rights of the Public School employees of PCHS to their accrued benefits under the defined benefit government plans as described in Section 414(d) of the Code, including CalPERS, CalSTRS, the Plans as State and local retirement systems in which PCHS participates as a Public School Employer contributions that otherwise would be the legal responsibility of LAUSD and to the same or greater extent than those

that apply to LAUSD public school employees, are not dependent on whether PCHS continues to participate in any system, and in any event PCHS were to cease participation, a governmental entity, being CalPERS, CalSTRS, the Plans or, in the event of reversion of the School to the LAUSD and/or LAUSD, as applicable, has responsibility for the accrued benefits of PCHS's public employees, including the continued funding of the accrued benefits, to no lesser degree than a governmental entity has responsibility for the continued funding of the accrued benefits of the public school employees of any other participating public school employer in such system in the event that PCHS were to cease to be a Participating Public School Employer;

- (C) As the Public School Employer, PCHS is part of a local educational agency, as defined in 20 U.S.C. Section 7801(26) and is subject to the significant regulatory control, audit and oversight by the State, including without limitation, the State Department of Education (the "SDOE") and by the LAUSD, being a political subdivision of the State;
- (D) PCHS is held accountable by LAUSD as the authorized public chartering agency as defined in 20 U.S.C. Section 7221(4), which has the power and authority under State law to approve, renew and revoke the Conversion Charter of PCHS and to approve charters for the creation of independent public schools and to hold PCHS accountable for results;
- (E) PCHS is required to comply with the same health and safety standards as well as academic accountability standards, including without limitation, participation in State mandated testing programs, and financial standards of fiscal management, that are similar to those that are generally applicable to other public schools in the State and PCHS is required to engage and does engage in an annual, independent, outside audit by a firm of Certified Public Accountants of its financial and administrative operations and is required to provide and does provide copies of each audit to SDOE and LAUSD; and
- (F) PCHS must comply with the rules and implementing statutes of the State and policies of LAUSD that prescribe how appropriations of the State and other governmentally sourced funds may be spent; and
- (G) All financial interests of ownership of PCHS are held by PCHS as an instrumentality of LAUSD as a political subdivision of the State, and upon dissolution or final liquidation of PCHS, the Governing Documents require PCHS's net assets to be distributed to another public school

that meets the requirements set forth in Paragraphs (a) through (e) of Part III(A) of the Notice.

- (f) The Grantor has been duly authorized and directed by PCHS and has full power, authority and legal right to execute, deliver and perform this Agreement and to create the Trust created hereby and the Grantor has taken all necessary action to authorize the execution, delivery and performance of this Agreement and the creation of the Trust;
- (g) The execution, delivery and performance by the Grantor of this Agreement and the creation of the Trust do not violate the Constitution of the State or any requirement of the law of the State governing the Grantor's power or authority, any order, writ, judgment or decree of any court, arbitrator or governmental authority applicable to the Grantor or any of the assets granted hereunder, or applicable to the creation or existence of the Trust;
- (h) The execution, delivery and performance of this Agreement and the creation of the Trust do not require the authorization, consent or approval of, the giving of notice to, the filing or registration with, or the taking of any other action in respect of, any governmental authority or agency; and
- (i) This Agreement has been duly executed and delivered by the Grantor and constitutes the legal, valid and binding agreement of the Grantor, enforceable against the Grantor in accordance with the terms hereof, except as enforceability may be limited by bankruptcy, insolvency, reorganization, and other similar laws affecting the enforcement of creditors' rights in general and by general principles of equity, regardless of whether such enforceability is considered in a proceeding in equity or in law.

Section 2.2 Representation and Warranties of the Trustees

Each Trustee and Corporate Co-Trustee hereby represents and warrants to the Grantor that:

- (a) He/she is an adult resident of the State or is a Person authorized to conduct business in the State, with full capacity, power, authority and legal right to execute, deliver and perform this Agreement and to act as Trustee or Corporate Co-Trustee, as applicable, hereunder;
- (b) The execution, delivery and performance of this Agreement and acceptance of the Trust created hereby do not violate any order, writ, judgment or decree of any Court, arbitrator or governmental authority applicable to such Trustee;

- (c) The execution, delivery and performance of this Agreement and acceptance of the Trust created hereby do not require the authorization, consent or approval of, the giving of notice to, the filing or registration with, or the taking of any other action in respect of, any governmental authority or agency; and
- (d) This Agreement has been duly executed and delivered by such Trustee and constitutes the legal, valid and binding agreement of such Trustee, enforceable against such Trustee in accordance with the terms thereof, except as enforceability may be limited by bankruptcy, insolvency, reorganization and other similar laws affecting the enforcement of creditors' rights in general and by general principles of equity, regardless of whether such enforceability is considered in a proceeding in equity or at law.

ARTICLE 3. ORGANIZATION AND APPOINTMENTS

Section 3.1 Name

The Trust created hereby shall be known as the "Palisades Charter Public School Employee Retirement Healthcare Benefits Trust", in which name the Trustees and Corporate Co-Trustee may conduct the business of the Trust, make and execute contracts and other instruments on behalf of the Trust and sue and be sued on behalf of the Trust. In addition, the Trustees and Corporate Co-Trustee may conduct the business of the trust in their own names, as Trustees hereunder, to the extent deemed necessary or appropriate by such Trustees, in their sole discretion.

Section 3.2 Office; Fiscal Year

The Office of the Trust shall be in care of the Trustees at the administrative offices of PCHS ("the Trust Office"), or at such other address as the Trustees may designate by written notice to PCHS. Each fiscal year of the Trust shall commence on July 1 and end on the next following June 30; provided, however that the first fiscal year of the Trust began as of (Date), and shall end June 30, 2024.

Section 3.3 Purposes and Powers

The purpose of the Trust is to engage solely in the following activities and no other activities:

- (a) To accept and hold in trust payments made from time to time by and on behalf of PCHS, but in all cases excluding any payments made by public school employees, retired public school employees or their beneficiaries or any other third party, pursuant to the Plan Benefit Services Agreement, and to fund, procure and deliver to or solely for the benefit of the Plans and no other benefit plan, the services and benefits designated under the Plan Benefit Services Agreement, and otherwise to perform its obligations under the Plan Benefit Services Agreement;

- (b) To acquire, manage, administer, pledge, assign, sell, and collect Permitted Investments and all other assets of the Trust and to apply any amounts collected with respect thereto;
- (c) To accumulate assets for the sole benefit of the Plans and thereby satisfy all or a portion of PCHS's Mandatory Obligations under the Plans and not any other benefit plans or plans which are not solely for the benefit of PCHS public school employees, retired PCHS public school employees and their eligible beneficiaries;
- (d) To procure and deliver, or to reimburse PCHS for the procurement and delivery of benefits and services provided under the Plan Benefit Services Agreement and for no other purpose, and specifically excluding any other benefit plan or plans which are not solely for the benefit of PCHS public school employees, retired PCHS public school employees and their eligible beneficiaries; and
- (e) To engage in those activities, including, without limitation, entering into agreements, that are necessary, suitable or convenient to accomplish the foregoing or are incidental thereto or connected therewith, excluding, however, any activity that would in and of itself result in default under this Agreement.

The Trust shall not engage in any activity other than in connection with the foregoing, subject, however to the foregoing restrictions of this Section 3.3, or as required by applicable law. Without limitation on the foregoing, the Trust shall not accept funds provided to it with regard to any benefit plan other than the Plans, nor shall the Trust provide benefits to any Person other than a PCHS public school employee, retired PCHS public school employee or eligible beneficiary.

Section 3.4 Declaration of Trust

The Trustees and the Corporate Co-Trustee hereby declare that they shall hold the Trust Estate as herein provided solely for the benefit of the Plans and for no other benefit, from and after the date hereof until termination of the Trust as herein provided. It is the Intention of the parties that the Trust shall constitute a common law Trust under the laws of the State and that this Agreement shall constitute the governing instrument of such Trust. The Trustees and the Corporate Co-Trustee shall have all rights, powers and duties set forth herein and, to the extent not inconsistent herewith, in the applicable laws with respect to accomplishing the purposes of the Trust.

Section 3.5 Expenses

Pursuant to the Plan Benefit Services Agreement, the Trust shall obtain funds for the payment of its organizational and administrative expenses as they may arise or shall, upon the request of any Trustee, promptly reimburse such Trustee for any

such expenses paid or incurred by such Trustee. Such expenses may be paid from the Trust Estate.

Section 3.6 Appointment of Trustees

As soon as practicable, but in any event prior to the deposit in or payment to the Trust of any funds or assets other than the deposit provided under Section 3.9(a) herein, the Trustees, acting solely on the authorization of PCHS, shall appoint additional and/or Successor Trustees as specifically designated by an Authorized Officer of PCHS acting pursuant to the authorization of PCHS, as follows:

- (a) One directed Corporate Co-Trustee shall be a financial institution or firm or a corporate bank Co-Trustee eligible under Section 5.10 herein, which Corporate Co-Trustee shall have no voting power with respect to the decisions of the Trustees hereunder; and
- (b) At all times the number of Trustees with voting power shall be at least three (3) or any greater number which is not integrally divisible by two (2), but in all events solely determined by an Authorized Officer of PCHS acting under the authorization of PCHS.

All of the provisions of this Section 3.6 and any other provisions of this Agreement referring to this Section 3.6 shall be subject to the following limitations: (i) any limitation on the term of any Trustee may be established from time to time solely as directed by an Authorized Officer of PCHS acting upon the authorization of PCHS; and (ii) no Trustee shall be appointed by any other Trustee or Trustees, excepting only an Authorized Officer if acting as Trustee pursuant to the authorization of PCHS.

Section 3.7 Appointment of Service Providers

As soon as practicable, the Voting Trustees shall appoint one or more Asset Managers, one Compliance Manager and such other actuaries, auditors, consultants, counsel and other professional service providers, and any successors thereto, each to serve on terms satisfactory to the Voting Trustees but in any event without violation of the covenants provided in Section 4.2 herein. In the event the Voting Trustees fail to appoint an Asset Manager, the Voting Trustees shall have authority to direct the investment of assets under this Trust Agreement.

Section 3.8 Title to Trust Assets

Legal title to the Trust Estate shall be vested at all times in the Trust as a separate legal entity except where applicable law in any jurisdiction requires title to any part of the Trust Estate to be vested in a Trustee or Trustees, in which case title shall be deemed to be vested in the Trustee, a Co-Trustee and/or a Separate Trustee, as the case may be.

Section 3.9 Establishment of Trust Account

There is hereby created and established a Trust Account to be established with the Trustees and Corporate Co-Trustee in trust hereunder and known as the Palisades Charter High School Public School Employee Retirement Healthcare Benefits Trust Account. Any cash in the Trust Account shall be held in the name of the Trust or the Trustees and/or the Corporate Co-Trustee at any depository that is eligible to hold funds of the Trust. Other assets in the Trust Account shall be invested solely in Permitted Investments as provided in Section 3.3(b) herein. The Trustees shall deposit the following to the Trust Account:

- (a) An amount of \$1,000.00 provided by PCHS as its initial payment under the Plan Benefit Services Agreement and deposited therein by the Grantor upon establishment of the Trust;
- (b) Any proceeds received from Permitted Investments and any other investment proceeds of the Trust Estate, but in no event any funds (i) provided by current or former public school employees of PCHS or PCHS retirees or their beneficiaries or any third party or (ii) any funds with respect to any pre-tax salary reduction or other pre-tax reduction of compensation applicable to any PCHS public employee or PCHS retiree or their beneficiaries; and
- (c) Any other amount paid to the Trust by PCHS under the Plan Benefit Services Agreement from time to time solely for the payment of Plan Benefits or related purposes.

Section 3.10 Limitations on Certain Action

Unless an Authorized Officer of PCHS shall direct otherwise pursuant to the Plan Benefit Services Agreement, but subject to the provisions of Section 4.2 herein, the Trust may from time to time:

- (a) Sell or redeem any Permitted Investments; and
- (b) Invest any amounts in the Trust Account in Permitted Investments.

ARTICLE 4. ACTIONS BY TRUSTEES

Section 4.1 Prior Notice to PCHS With Respect to Certain Matters

The Voting Trustees shall cause the Trust to act, not inconsistent with this Agreement or applicable law, that the Voting Trustees determine, in their discretion, to be necessary or desirable in carrying out the activities of the Trust as set forth in

Section 3.3 herein. Subject to Section 5.3(g) herein, the Trustees and the Corporate Co-Trustee shall take any action or refrain from taking any action on behalf of the Trust but solely in accordance with written instructions by an Authorized Officer of PCHS acting under authorization of PCHS and shall be completely immune in acting, or refraining from acting, as the case may be, in accordance with such written instructions.

Section 4.2 Tax Covenant

Neither the Trust nor any Trustee shall take any action that (a) is inconsistent with the purposes of the Trust as set forth in Section 3.3 herein, or (b) would, to the actual knowledge of a Responsible Officer of such Trustee, result in the Trust becoming taxable as a corporation or otherwise impair the tax exemption of Trust income pursuant to Section 115 of the Code. Without limitation on the foregoing, the Trust shall not enter into any arrangement with any Participation Trust without first obtaining a legal opinion satisfactory in form and substance to the Voting Trustees and to the effect that such arrangement will not impair said tax exemption or expose the Trust or its assets to any proceeding involving the Participation Trust other than through satisfaction of the requirements of this Section 4.2. Without limitation on the foregoing provisions, neither the Trust nor any Trustee shall cause any funds of the Trust, however derived, to be provided to PCHS or any other Person with respect to any property or operations of PCHS or any other third party or any liability of PCHS that is not included in the OPEB Liabilities of PCHS, nor shall the Trust have any right or responsibility or other role whatsoever in the management or operations of PCHS.

ARTICLE 5. THE TRUSTEES IN GENERAL

Section 5.1 Appointment Effectiveness

- (a) No appointment of a Trustee or a Corporate Co-Trustee shall become effective until a written acceptance of appointment is delivered by such Trustee or Corporate Co-Trustee to PCHS and each other Trustee. Following compliance with the preceding requirement, such Trustee and Corporate Co-Trustee shall become fully vested with all applicable rights, powers, duties and obligations provided hereunder.
- (b) A vacancy shall not be deemed to exist upon the resignation, removal, death or disability to act of any Trustee or Corporate Co-Trustee at any time when there would remain at least three (3) Trustees hereunder.

Section 5.2 Duties

- (a) The Trustees, including the Corporate Co-Trustee, undertake to perform such duties, and only such duties, as are specifically set forth for said Trustees in this

- Agreement, including, without limitation, the administration of the Trust in the interest of the Plans. No implied covenants or obligations shall be read into this Agreement.
- (b) Notwithstanding the foregoing, the Trustees shall be deemed to have discharged all of their duties and responsibilities hereunder to the extent PCHS has agreed to perform any act or to discharge any duty of the Trustees or of the Trust hereunder, and the Trustees shall not be liable for the default or failure of PCHS to carry out its obligations hereunder.
 - (c) In the absence of bad faith on his, her or its part, each Trustee or Corporate Co-Trustee may rely conclusively upon certificates or opinions furnished to such Trustee and conforming to the requirements of this Agreement in determining the truth of the statements and the correctness of the opinions contained therein; provided, that such Trustee shall have examined such certificates or opinions so as to determine compliance of the same with the requirements of this Agreement.
 - (d) No Trustee or Corporate Co-Trustee may be relieved from liability for his, her or its own negligent action, negligent failure to act or willful misconduct, except that:
 - (i) This Section 5.2(d) shall not limit the effect of Section 5.2(a) or Section 5.2(b), and
 - (ii) No Trustee or Corporate Co-Trustee shall be liable for any error of judgment made in good faith by a Responsible Officer unless it is proved that such Trustee or Corporate Co-Trustee was negligent in ascertaining the pertinent facts.
 - (e) Monies received by the Trustee or Corporate Co-Trustee hereunder need not be segregated in any manner except to the extent required by law and may be deposited under such general conditions as may be prescribed by law, and the Trustees or Corporate Co-Trustee shall not be liable for any interest thereon, except such interest or other earnings actually received pursuant to the investment of such monies.
 - (f) Without limitation on the requirements of the Plan Benefit Services Agreement, the Trustees shall prepare or cause to be prepared and delivered to PCHS as PCHS may require, annual financial statements, including, without limitation, asset valuations and actuarial determinations, sufficient to enable PCHS properly to reflect in its audited financial statements the net beneficial interest of its Plans in the Trust, together with the report and verification of the Compliance Manager, if applicable.

- (g) Solely upon the direction of an Authorized Officer of PCHS, and solely at the expense of PCHS, the Trustees shall prepare or cause to be prepared and filed, any and all reports, returns, forms and other documents required to maintain compliance with the provisions of Section 4.2 herein, as may be determined by the Compliance Manager, or if such position shall then be vacant, by an Authorized Officer of PCHS.

Section 5.3 Acceptance of Trusts and Duties

Except as otherwise provided in this Article 5, in accepting the Trusts hereby created, each Trustee or Corporate Co-Trustee acts solely as a Trustee hereunder and not in his, her or its individual capacity and all Persons having any claim against any Trustee or Corporate Co-Trustee by reason of the transactions contemplated by this Agreement shall look only to the Trust Estate for payment or satisfaction thereof. The Trustees and Corporate Co-Trustee accept the Trusts hereby created and agree to perform the Trustees' duties hereunder with respect to such Trusts but only upon terms of this Agreement. The Trustees and Corporate Co-Trustee also agree to disburse all monies actually received by them constituting part of the Trust Estate in accordance with the terms of this Agreement. No Trustee or Corporate Co-Trustee shall be liable or accountable hereunder under any circumstances except for (i) subject to Section 5.2(d) herein, such Trustee's negligent action, such Trustee's negligent failure to act or such Trustee's willful misconduct, or (ii) the inaccuracy of any representation or warranty made by such Trustee herein or in any Certificate or instrument delivered pursuant hereto. In particular, but not by way of limitation:

- (a) No Trustee or Corporate Co-Trustee shall at any time have any responsibility or liability for or with respect to the legality, validity or enforceability of any Permitted Investment or other investment security or the perfection and priority of any security interest created in any Permitted Investment or other investment security or any other Trust Estate, or the maintenance of any such perfection and priority, or for or with respect to the sufficiency of the Permitted Investments or other investment securities or the Trust's ability to generate payments to be distributed to any creditors of the Trust or to satisfy obligations under the Plan Benefit Services Agreement, including, without limitation: (i) the existence and ownership of any Permitted Investment; or (ii) the validity or perfection of the assignment of any Permitted Investment.
- (b) No Trustee or Corporate Co-Trustee shall be liable with respect to any action taken or omitted to be taken by such Trustee in accordance with the terms hereof and the instructions of an Authorized Officer of PCHS, including without limitation the preparation and filing of any report, return, form or other document required pursuant to Section 5.2(g) herein;

- (c) No provision of this Agreement shall require any Trustee or Corporate Co-Trustee to expend or risk funds or otherwise incur any financial liability in the performance of any such Trustee's rights or powers hereunder, if such Trustee shall have reasonable grounds for believing that repayment of such funds or adequate indemnity against such risk or liability is not reasonably assured or provided to such Trustee;
- (d) Under no circumstances shall the Trustees or Corporate Co-Trustees be liable for any indebtedness or other obligation of the Trust;
- (e) No Trustee or Corporate Co-Trustee shall be responsible for or in respect of nor does any Trustee make any representation as to the validity or sufficiency of any provision of this Agreement or for the form, character, genuineness, sufficiency, value or validity of either the Trust or the Trust Estate, any Permitted Investment or any portion of the Trust Estate or related documents or instruments, and no Trustee shall in any event assume or incur any liability, duty or obligation to any creditor of the Trust;
- (f) No Trustee or Corporate Co-Trustee shall be liable for the default or misconduct of PCHS under any of the Plans or otherwise, and no Trustee or Corporate Co-Trustee shall have any obligation or liability to perform the obligations of the Trust under this Agreement that are required to be performed by or on behalf of PCHS hereunder;
- (g) No Trustee or Corporate Co-Trustee shall be under obligation to exercise any of the discretionary rights or powers vested in such Trustee by this Agreement or to institute, conduct or defend any litigation under this Agreement or in relation to this Agreement at the request, order or direction of PCHS unless PCHS has offered to such Trustee security or indemnity satisfactory to such Trustee against any costs, expenses and liabilities that may be incurred by such Trustee, including, without limitation, the reasonable fees and expenses of such Trustee's counsel therein or thereby; the right of the Trustees or Corporate Co-Trustee to perform any discretionary act enumerated in this Agreement shall not be construed as a duty, and a Trustee or Corporate Co-Trustee shall only be answerable for such Trustee's negligence or willfull misconduct in the performance of any such act;
- (h) The provisions of this Agreement, to the extent they restrict the duties and liabilities of the Trustees or Corporate Co-Trustee otherwise existing at law or equity, are agreed to and accepted by such Trustees, and all other Persons who may succeed to any duties and liabilities of any Trustee or Corporate Co-Trustee;

- (i) No Trustee or Corporate Co-Trustee shall be required to take any action hereunder if such Trustee shall have reasonably determined or shall have been advised by counsel, that such action is likely to result in liability on the part of such Trustee or is contrary to the terms hereof or is otherwise contrary to law; this Section 5.3(i) shall not obligate any Trustee or Corporate Co-Trustee to make any investigation of, or determination with respect to, any written instruction from an Authorized Officer of PCHS; and
- (j) No Trustee or Corporate Co-Trustee shall be personally liable for any action or omission of any other Trustee, including any predecessor or Successor Trustee.

Section 5.4 Action upon Instruction by PCHS

- (a) Any Authorized Officer of PCHS may, by written instruction, direct the Trustees or Corporate Co-Trustee in the management of the Trust.
- (b) At such time as any Trustee is an Authorized Officer of PCHS, any action taken by such Trustee hereunder shall be deemed to be pursuant to written direction of an Authorized Officer of PCHS, and such Trustee shall not be required to obtain any such writing. However, any Trustee may, in his, her or its discretion, require such a writing to be delivered. If at any time there shall be no Trustee who is an Authorized Officer of PCHS, then for all purposes of this Agreement, any Trustee directed by an Authorized Officer of PCHS shall be deemed to be appointed by PCHS.
- (c) Whenever the Trustees are unable to decide between or among alternative courses of action permitted or required by the terms of this Agreement, or are unsure or disagree as to the application, intent, interpretation or meaning of any provision of this Agreement, the Trustees shall promptly give written notice, in such form as shall be appropriate under the circumstances, to an Authorized Officer of PCHS requesting instruction as to the course of action to be adopted, and, to the extent a Trustee acts in good faith in accordance with any such instruction received, such Trustee shall not be liable on account of such instruction to any Person. If a Trustee shall not, in the reasonable judgment of such Trustee, have received appropriate instructions within ten (10) days after such notice has been given or within such shorter period of time as reasonably may be specified in such notice or may be necessary under the circumstances, such Trustee may, but shall be under no duty to take or refrain from taking such action which is consistent, in such Trustee's view, with this Agreement, and as such Trustee shall deem to be in the best interests of the Plans, and such Trustee shall have no liability to any Person for such action or inaction.

Section 5.5 Furnishing of Documents

The Trustees or Corporate Co-Trustee shall furnish to PCHS promptly upon receipt of a written request therefor, duplicates or copies of all reports, notices, requests, demands, certificates, financial statements and any other instructions furnished to the Trustees with respect to any Permitted Investments or any other assets of the Trust.

Section 5.6 Reliance; Advice of Counsel

- (a) No Trustee or Corporate Co-Trustee shall incur any liability to anyone in acting upon any signature, instrument, notice, resolution, request, consent, order, certificate, report, opinion, bond or other document reasonably believed by such Trustee to be genuine and reasonably believed by such Trustee to be signed by the proper party or parties and need not investigate any fact or matter pertaining to or in any such document. The Trustees or Corporate Co-Trustee may accept a certified copy of a Resolution of the Board of PCHS or the Board of Directors or other governing body of any corporate party as conclusive evidence that such Resolution has been duly adopted by such body and that the same is in full force and effect. As to any fact or matter the method of the determination of which is not specifically prescribed herein, the Trustees or Corporate Co-Trustee may for all purposes hereof rely on a certificate, signed by an Authorized Office of PCHS or by the President or Vice-President or by the Treasurer or other authorized officers of any other relevant party, as to such fact or matter, and such Certificate shall constitute full protection to the Trustees or Corporate Co-Trustee for any action taken or omitted to be taken by such Trustees in good faith in reliance thereon.
- (b) In the exercise or administration of the Trusts hereunder and in the performance of the Trustees' or Corporate Co-Trustee's duties and obligations under this Agreement, the Trustees or Corporate Co-Trustee: i) may, at the expense of PCHS, act directly or through agents, attorneys, custodians or nominees, including without limitation, the granting of a power of attorney to any Trustee's Responsible Officers on behalf of such Trustee, pursuant to agreements entered into with any of them, and no Trustee or Corporate Co-Trustee shall be liable for the conduct or misconduct of such agents, attorneys, custodians or nominees if such agents, attorneys, custodians or nominees shall have been selected by the Voting Trustees with reasonable care, and (iii) may, at the expense of PCHS, consult with counsel, accountants and other professionals to be selected with reasonable care by the Trustees. No Trustee or Corporate Co-Trustee shall be liable for any act, suffered or omitted in good faith by such Trustee in accordance with the opinion or advice of any such counsel, accountant or other such Persons and which is not contrary to this Agreement.

Section 5.7 Replacement of the Trustees

- (a) Subject to Section 5.7(e) herein, any Trustee or Corporate Co-Trustee may resign at any time and be discharged from the Trusts hereby created by giving thirty (30) days prior written notice thereof to PCHS and to each other Trustee.
- (b) Subject to Section 5.7(e) herein and with or without cause, any Authorized Officer of PCHS may remove any Trustee or Corporate Co-Trustee by delivering a written instrument to such Trustee. An Authorized Officer of PCHS shall remove Trustee or Corporate Co-Trustee if:
 - (i) Such Trustee shall cease to be eligible in accordance with the provisions of Section 5.10 herein and shall fail to resign after written request therefor by an Authorized Officer of PCHS;
 - (ii) Such Trustee shall be adjudged bankrupt or insolvent;
 - (iii) A Receiver or other public officer shall be appointed or take charge or control of such Trustee or of such Trustee's property or affairs for the purpose of rehabilitation, conservation or liquidation; or
 - (iv) Such Trustee shall otherwise be incapable of acting.
- (c) Pursuant to the Plan Benefit Services Agreement, PCHS shall pay any fees and expenses owed to any former Trustee.
- (d) If a vacancy, for purposes of Section 5.1(b) herein would exist in the office of the Trustee upon the resignation or removal of any Trustee, an Authorized Officer of PCHS shall promptly appoint a Successor Trustee as provided in Section 3.6 herein.
- (e) Any resignation or removal of a Trustee or Corporate Co-Trustee shall not become effective until any fees and expenses due to the former Trustee are paid. No resignation or removal of a Trustee that would result in a vacancy, for purposes of Section 5.1(b) herein shall become effective until a Successor Trustee is appointed as provided in Section 5.7(d) herein.
- (f) Any former Trustee or Corporate Co-Trustee shall upon payment of such Trustee's fees and expenses transfer and, where applicable, deliver to a remaining Trustee or the Successor, all documents, including, without limitation, all Permitted Investments, and statements and monies held by such Trustee under this Agreement. The Trustees and the former Trustee shall execute and deliver such instruments and do such other things as may reasonably be required

for fully and certainly vesting and confirming in the Successor Trustee, all such rights, powers, duties and obligations.

Section 5.8 Merger or Consolidation of Trustee

Any such time as there is a Corporate Co-Trustee, any corporation into which such Trustee may be merged or converted or with which it may be consolidated, or any corporation resulting from any merger, conversion or consolidated, or any corporation to which such Corporate Co-Trustee shall be party, or any corporation succeeding to all or substantially all of the corporate trust business of such Corporate Co-Trustee hereunder, provided such corporation shall be eligible pursuant to Section 5.10 herein, and without the execution or filing of any instrument or any further act on the part of any of the parties hereto; provided, however, that such Corporate Co-Trustee shall mail notice of such merger or consolidation to PCHS and each other Trustee.

Section 5.9 Appointment of Co-Trustee or Separate Trustee

- (a) Notwithstanding any other provisions of this Agreement, at any time: (i) for the purpose of meeting any legal requirements of any jurisdiction in which any part of the Trust Estate may at any time be located, or (ii) for such other purposes as PCHS and the Trustees may determine, any Authorized Officer of PCHS shall have power to appoint one more persons to act as Co-Trustees, jointly with the Trustees, or as separate Trustee or Trustees, of all or any part of the Trust Estate and vest in such Person or Persons in such capacity, such title to the Trust Estate, or any part thereof, and, subject to other provisions of this Section 5.9, such powers, duties, obligations, rights and trusts as PCHS may consider necessary or desirable. If no Authorized Officer of PCHS shall have made any such appointment under clause (i) above within fifteen (15) days after the receipt by PCHS of a request to do so, for all purposes of this Agreement PCHS shall be deemed to have appointed such Trustee as the Trustees may designate. No Co-Trustee or separate Trustee under this Agreement shall be required to meet the terms of eligibility as a Successor Trustee pursuant to Section 5.10 herein.
- (b) Each separate Trustee and Co-Trustee shall, to the extent permitted by law, be appointed and act subject to the following provisions and conditions:
- (i) All rights, powers, duties and obligations conferred to or imposed upon the Trustees shall be conferred upon and exercised and performed by the Trustees and such separate Trustee or Co-Trustee jointly, it being understood that such separate Trustee or Co-Trustee is not authorized to act independently without the Trustees joining in such act, except (A) to the extent that under the law of any jurisdiction in which any particular act or acts are to be performed, the Trustees, or any of them, shall be incompetent or unqualified to perform such acts or acts, in which event such rights, powers,

duties and obligations, including without limitation, the holding of title to the Trust Estate or any portion thereof in any such jurisdiction, shall be exercised and performed singly by such separate Trustee or Co-Trustee or jointly by such separate Trustee, but solely at the direction of the Trustees, or (B) as expressly provided by the terms of such appointment; (ii) no Trustee under this Agreement shall be personally liable by reason of any act or omission of any other Trustee under this Agreement; and, (iii) any Authorized Officer of PCHS acting or expressly deemed under the provisions of this Agreement to be acting as a Trustee may at any time accept the resignation of or remove any separate Trustee or Co-Trustee.

(c) Any notice, or other writing given to the Trustees shall be deemed to have been given to each of the then separate Trustees and Co-Trustees, as effectively as if given to each of them. Every instrument appointing any separate Trustee or Co-Trustee shall refer to this Agreement and the conditions of this Article 5. Each separate Trustee or Co-Trustee, upon his, her or its acceptance of the Trusts conferred, shall be vested with the Estates of property specified in the instrument of appointment, either jointly with the Trustees or separately, as may be provided therein, subject to all of the provisions of this Agreement, specifically including every provision of this Agreement relating to the conduct of, affecting the liability of or affording protection to the Trustees. Each such instrument shall be filed with the Trustees and a copy thereof given to PCHS.

(d) Any separate Trustee or Co-Trustee who is an Authorized Officer of PCHS or pursuant to Section 5.9(a) herein may at any time appoint the Trustees as his, her or its agent or attorney-in-fact with full power and authority, to the extent not prohibited by law, to do any lawful act under or in respect of this Agreement on behalf of and in the name of such separate Trustee or Co-Trustee. If any separate Trustee or Co-Trustee shall die, become incapable of acting, resign or be removed, all of his, her or its Estates, properties, rights, remedies and trusts shall vest in and be exercised by the Trustees, to the extent permitted by law, without the appointment of a new or Successor Trustee.

Section 5.10 Eligibility Requirements for Section 3.6(a) Trustees

Each Corporate Co-Trustee appointed pursuant to Section 3.6(a) herein shall at all times be a corporate Trustee that: (a) is authorized to exercise corporate trust powers, (b) has a combined capital and surplus of at least Fifty Million Dollars (\$50,000,000), and (c) is subject to supervision or examination by Federal or State authorities. If such corporation shall publish reports of condition at least annually, pursuant to law or the requirements of any supervising or examining authority, then

for the purpose of this Section 5.10, the combined capital and surplus of such corporation shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published. If at any time any such Trustee shall cease to be eligible in accordance with the provisions of this Section 5.10, such Trustee shall resign immediately in the manner and with the effect specified in Section 5.7 herein.

ARTICLE 6. TERMINATION OF AGREEMENT

Section 6.1 Termination of Agreement

- (a) This Agreement and the Trust shall terminate and be of no further force or effect upon the final distribution by the Trustees of all monies or other property or proceeds of the assets of the Trust Estate in accordance with the terms of this Agreement (the Trust Termination Date).
- (b) No person shall be entitled to revoke or terminate the Trust, except as provided in Section 6.1(a) herein.
- (c) Any funds remaining in the Trust after such Trust Termination Date shall be deemed property of the applicable Plan; provided, however, that in no case will any property of the Trust be distributed to an entity that is not: (i) a state, (ii) a political subdivision of a state, or (iii) an entity the income of which is excluded from gross income under Section 115 of the Code.

ARTICLE 7. MISCELLANEOUS

Section 7.1 No Legal Title to the Trust Assets; No Diversion of Trust Assets

PCHS shall not have legal title to any part of the Trust Estate. No transfer, by operation of law or otherwise, of any right of PCHS hereunder shall operate to terminate this Agreement or the Trusts hereunder or entitle any transferee to an accounting or to the transfer to it of the legal title to any assets of the Trust. Without limitation on the following provisions, all assets of the Trust Estate shall be held in trust for the exclusive purpose of providing post-employment health care and related benefits to the applicable Plan for distribution to eligible PCHS retirees and their dependents to the extent said retirees and dependents are entitled to receive such benefits under such Plan and defraying the reasonable administrative, legal, actuarial audit, reporting and compliance expenses of such Plan.

Section 7.2 Limitations on Rights of Others; Exclusive Benefit

Except as expressly provided herein, the provisions of this Agreement are solely for the benefit of the Trustees, including the Corporate Co-Trustee, the Plans and PCHS, and nothing in this Agreement, whether express or implied, shall be construed to give to any other Person any legal or equitable right, remedy or claim in

the Trust Estate or under or in respect of this Agreement or any covenants, conditions or provisions contained herein; provided, however, that in all events the assets of the Trust shall be held in trust for the exclusive purpose of providing post-employment health care and related benefits to the applicable Plan for distribution to eligible PCHS retirees and their dependents pursuant to PCHS's policies and applicable collective bargaining agreements, and defraying the reasonable expenses associated with the providing of such benefits, and shall not be used for or diverted to any other purpose.

Section 7.3 Notices

All demands, notices and communications upon or to PCHS or the Trustees under this Agreement shall be in writing, personally delivered, sent by electronic mail or mailed by first class mail or sent overnight courier, and shall be deemed to have been duly given upon receipt:

(a) In the case of PCHS at the following address:

Palisades Charter High School
Attention: Chief Business Officer
15777 Bowdoin Street
Pacific Palisades, CA 90272

(b) In the case of the Trust or the Trustees, to the Trustees at the Trust Office and any additional office designated in writing by any Trustee to all Trustees; and

(c) In the case of the Corporate Co-Trustee to the office of the Corporate Co-Trustee designated in writing by such Trustee.

Section 7.4 Severability

If any one or more of the covenants, agreements, provisions, or terms of this Agreement shall be, for any reason whatsoever, held invalid, then such covenants, agreements, provisions or terms of this Agreement shall be deemed severable from the remaining agreements, provisions or terms of this Agreement and shall in no way affect the validity or enforceability of the other provisions of this Agreement.

Section 7.5 Amendments

This Agreement shall not be amended without the prior written consent of an Authorized Officer of PCHS; subject to the foregoing, this Agreement may be amended by the Trustees, and Corporate Co-Trustee, to the extent any interest, duty, liability or immunity or other provision of this Agreement may be affected thereby; provided, however, that the provisions of Section 4.2 herein shall not be amended

without a legal opinion of nationally recognized counsel to the Trust, to the effect that such amendment, in and of itself, will not cause the Trust to become an entity, the income of which, is not exempt from Federal Income Taxation pursuant to Section 115 of the Code.

Section 7.6 Form of Amendments

- (a) Subject to the conditions and limitations provided in Section 7.5 herein, no amendment of this Agreement shall be effective unless it is contained in a writing executed by not less than two (2) Voting Trustees.
- (b) Promptly after the execution of any amendment pursuant to Section 7.5 herein and Subsection (a) above, the Trustees shall furnish full copies of such Amendment to each Trustee, not an original signatory to such amendment.
- (c) Prior to the execution of any amendment to this Agreement, the Trustees shall be entitled to receive and rely upon an opinion of counsel stating that the execution of such amendment is authorized or permitted by this Agreement, including, but without limitation, the provisions of Section 7.5 herein. The Trustees may, but shall not be obligated to, enter into any such amendment that affects the Trustees' own rights, duties or immunities under this Agreement or otherwise.

Section 7.7 Counterparts

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

Section 7.8 Successors and Assigns

All covenants and agreements contained herein shall be binding upon, and inure to the benefit, of the Plans and the Trustees and Corporate Co-Trustee and their respective successors and permitted assigns, all as herein provided.

Section 7.9 Headings

The Headings of the various Articles and Sections herein are for convenience of reference only and shall not define or limit any of the terms or provisions hereof.

Section 7.10 Valuation

The Assets of the Trust shall be valued at their fair market value on the date of valuation, as determined by the Trustee, based upon such sources of information as it may deem reliable; provided, however, the PCHS or a Compliance

Manager, if applicable, shall instruct the Trustee as to the valuation of assets which are not readily determinable on an established market. The Trustee may rely conclusively on such valuations provided by the PCHS or a Compliance Manager, as the case may be, and shall be indemnified and held harmless by PCHS with respect to such reliance. If neither PCHS nor any Compliance Manager provides such values, any Corporate Co-Trustee or any Voting Trustee may take whatever action it deems reasonable, including employment of attorneys, appraisers or other professionals, the expense of which will be the expense of administration of the Trust. Transactions in the Trust Account involving such hard-to-value assets shall be postponed until appropriate valuations have been received and no Trustee or Co-Trustee shall have any liability therefor.

Section 7.11 Governing Law

This Agreement shall be construed in accordance with the laws of the State, without reference to its conflict of law provisions, and the obligations, rights and remedies of the Articles hereunder shall be determined in accordance with such laws, provided, however, that any provision of this Agreement relating to the exemption from Federal Income Taxation of Trust income under Section 115 of the Code shall be construed in accordance with the Federal laws of the United States.

IN WITNESS WHEREOF, the Grantor/Initial Co-Trustee and Initial Co-Trustee have caused the Trust Agreement to be duly executed, all as of the day and year first written above.

Dated: March _____, 2024

Sara Margiotta, Grantor and Co-Trustee
Chairperson, Board of Trustees

Dated: March _____, 2024

Pamela Magee, Co-Trustee
Executive Director

Coversheet

Lab/Classroom Modernization Proposal

Section: VI. Finance
Item: G. Lab/Classroom Modernization Proposal
Purpose: Vote
Submitted by:
Related Material: Lab-Classroom Modernization Project - Proposal.pdf



March 14, 2023

Oscar Cabrera
Facility and Grounds Manager
Palisades Charter High School

Project Name: **Palisades Charter High School
Lab Classroom Modernization Project**
Project Number: **TBD**
Subject: **Architecture/Engineering Services – Lab Classroom Modernization**

Dear Mr. Cabrera:

In accordance with your request, Perkins Eastman is pleased to provide this fee proposal for professional services in connection with the Palisades Charter High School Lab Modernization Project. We look forward to reviewing this proposal with you and address any questions or comments you may have related to the proposal as outlined below.

A. Project Understanding

Perkins Eastman has reviewed the requirements including existing as built information for Palisades Charter High School, located at 15777 Bowdoin St, Pacific Palisades, CA for the modernization of (2) existing lab classrooms. The modernization would be to replace all existing casework and solid surface counters as well as upgrade flooring and plumbing fixtures. The extent of scope is outlined below:

B. Scope of Services

Perkins Eastman proposes to provide professional services as indicated below.

1. Scope of Basic Services include:
 - a. Field verification of existing conditions and preparation of drawing backgrounds
 - b. Preparation of design documents for (2) classrooms being upgraded.
 - c. Rough Order of Magnitude (ROM) budget estimate of anticipated work outlined in the drawings.
 - d. Preparation of project exemption statement for DSA according to IR-A 22 requirements
 - e. Construction Administration services including:
 - i. Submittal Review, response to RFI's
 - ii. Attendance of construction meetings: (1) kickoff meeting on site, up to (4) virtual meetings during construction, up to (2) site visits during construction (additional meetings can be provided as an additional service).
 - iii. (1) project punch walk



C. Deliverables

1. Architectural and Engineering
 - a. 100% Design Development Documents including finish material selection
 - b. 100% Construction Documents
 - c. (1) ROM Estimate

D. Schedule

Perkins Eastman will commence performance of the services described above immediately upon the receipt of an executed Agreement and Notice to Proceed by Palisades Charter High School. The total project duration is indicated below: any delay in NTP/contract issuance will push these dates forward.

NTP Issued	April 1, 2024
100% DD Drawings	April 15, 2024
100% CD Drawings	May 15, 2024
Bidding	May 15, 2024 - June 15, 2024
Construction	June 30, 2024 – August 15, 2024

E. Project Budget Information

Construction budget is assumed to be under \$128,000.

F. Owner Furnished Information

As built drawings existing fire alarm system building.

G. Consultants

No Consultant services are anticipated, any required additional consultants may be added under a separate authorization

H. Professional Fees

The Basic Services outlined above shall be provided for a lump sum professional fee of **\$36,500.00 (thirty-six thousand five hundred dollars)** and shall be invoiced monthly based on the percent complete of the design team efforts based on the break down below.

The professional fee shall be apportioned per phase as follows:

Professional Services Fee:	
Field Verification Fee:	\$6,500.00
<u>Design Fee:</u>	<u>\$30,000.00</u>
Total Professional Services Fee:	\$36,500.00

PERKINS — EASTMAN

Design Development	25%
Construction Documents	25%
Bidding	15%
<u>Construction Administration</u>	<u>35%</u>
Total	100%

Professional fees reflect our understanding of the project criteria, including but not limited to project scope, size, complexity, schedule and deliverables and assumed required agency approvals. Revisions to the project criteria impacting the anticipated effort by the design team will require an equitable adjustment to the proposed professional fee.

I. General Assumptions

The following assumptions have been considered in estimating the design team’s effort required for this project:

- Project will meet the criteria for plan review exemption by DSA. Construction cost is assumed to be under the threshold of \$128,000 making it exempt from DSA review. If the project exceeds \$128,000, DSA may be required and could potentially delay project construction and require additional effort and fees.
- Lease criteria with LAUSD does not require all work to submitted to DSA.
- No additional consultants are required as part of this project beyond those outlined above. If it becomes apparent that additional consultants are required with the effort can be provided as an additional service fee.
- No extensive path of travel upgrades will be required, localized upgrades for the classrooms are the only upgrades that shall be required.
- No Mechanical, electrical or structural engineering shall be required
- Furniture Selection and procurement (FF&E) is not required and shall be provided by the school
- Extensive field verification is not anticipated assuming as-built documentation will be current and complete. Field verification shall be for developing a scaled floor plan with location of walls, doors, windows and existing interior finishes of the two classrooms being improved. Effort for extensive verification of existing conditions or verification of conditions required outside of the scope of work area can be provided as an additional service.
- Record drawings shall be provided by the general contractor.

J. Excluded Services

Any services, other than those listed above, are excluded from our understanding of the project and excluded from this proposal. Such services can be provided under separate authorization upon request.

H. Terms and Conditions

Terms and conditions of these services not specifically described above shall be in accordance to the Agreement for Consultant Services negotiated between Perkins Eastman and the Palisades Charter High School.

PERKINS — EASTMAN

We appreciate the opportunity to assist the Palisades Charter High School with this important project. Please contact us if you have any questions regarding this proposal. Our team is available to commence our efforts upon receiving your formal authorization to proceed with our services.

Sincerely,

Perkins Eastman Architects

A handwritten signature in blue ink, appearing to read "Diego Matzkin", with a long horizontal line extending to the right.

Diego Matzkin, AIA, LEED AP

Principal

(714) 640-8202

d.matzkin@perkinseastman.com

Coversheet

2024-2025 Board Meeting Calendar

Section: VII. Governance
Item: A. 2024-2025 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 2024_2025 Board_Meeting_Schedule.pdf

Board of Trustees

Meeting Dates – 2024/2025

Saturday, July 13, 2024 – Governance Training

No July Regular Meeting

August 20, 2024

September 14, 2024 – Board Retreat

September 17, 2024

October 15, 2024

November 19, 2024

December 10, 2024

January 28, 2025

February 25, 2025

March 18, 2025

April 22, 2025

May 20, 2025

June 10, 2025 (Budget)

June 17, 2025

Coversheet

School Organized Conferences/Trips

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



Palisades Charter High School

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): Tyler Farrell
 Department/Site: CTE/Attendance Date of Request: 3/22/24
 Name of Conference/Activity: Link Crew Basic Training
 Organization/Company Holding the Conference/Activity: Boomerang Project
 Location of Conference/Activity: Phoenix, AZ Date(s) of Conference/Activity: April 7-10
 Purpose/Rationale (How will this conference/activity be of value to the school?): Training to keep our Link Crew program alive + benefit ALL PCHS students through outreach

Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals): 4,142.80

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>1</u> people @ \$ <u>3725</u> - per person	X		\$ <u>3725</u> - ⁰⁰
Certificated Substitute(s) <u>0</u> days @ _____ per day (sal. & stat. ben.)			\$ -
Travel - Mileage <u>0</u> miles @ \$ 0.585 per mile			\$ -
Travel - Airfare <u>1</u> people @ \$ <u>334.⁶⁸</u> per person		X	\$ <u>334.⁶⁸</u> -
Travel - Ride Sharing Svs/Taxi/Shuttle _____ Type total amount into "cost" cell		X	\$ <u>83.⁷²</u> -
Lodging <u>0</u> nights @ \$ - per night			\$ -
Meals _____ Breakfasts @ \$ 10.00 per meal _____ Lunches @ \$ 10.00 per meal _____ Dinners @ \$ 20.00 per meal			\$ -
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
TOTAL APPROXIMATE COST			\$ <u>4142</u> - ⁸⁰
AMOUNT APPROVED			

I understand that my request is not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: Tyler Farrell

Executive Director Approval: _____ Date: _____

Funding Source: _____ SACS Code: _____

Will costs be reimbursed by another organization? Yes/No If so, what organization? _____

Board of Trustee/Designee Approval: _____ Date: _____

Board Approval Date (if applicable): _____ Business Office Review _____
 (initial) (date)



Palisades Charter High School
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 (310) 230-6623 • FAX (310) 454-6328

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): Alex Landaverde & Karen Ellis
 Department/Site: College Center Date of Request: March 13, 2024
 Name of Conference/Activity: AP Annual Conference 2024
 Organization/Company Holding the Conference/Activity: College Board
 Location of Conference/Activity: Las Vegas, NV Date(s) of Conference/Activity: July 24-27, 2024
 Purpose/Rationale (How will this conference/activity be of value to the school?):
AP professional development conference

Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):

Estimated Expenditures	Paid to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>2</u> people @ \$ <u>525.00</u> per person			\$ <u>1,050.00</u>
Certificated Substitute(s) _____ days @ _____ per day (sal. & stat. ben.)			\$ -
Travel - Mileage _____ miles @ \$ 0.625 per mile			\$ -
Travel - Airfare <u>2</u> people @ \$ <u>300.00</u> per person			\$ <u>600.00</u>
Travel - Ride Sharing Svs/Taxi/Shuttle _____ Type total amount into "cost" cell			\$ <u>120.00</u>
Lodging <u>6</u> nights @ \$ <u>300.00</u> per night			\$ <u>1,800.00</u>
Meals <u>6</u> Breakfasts @ \$ 10.00 per meal <u>6</u> Lunches @ \$ 10.00 per meal <u>6</u> Dinners @ \$ 20.00 per meal			\$ <u>240.00</u>
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
TOTAL APPROXIMATE COST			\$ <u>3,810.00</u>
AMOUNT APPROVED			

without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: Alex Landaverde / Karen Ellis

Executive Director Approval: _____ Date: _____
 Funding Source: _____ SACS Code: _____
 Will costs be reimbursed by another organization? Yes/No If so, what organization? _____
 Board of Trustee/Designee Approval: _____ Date: _____
 Board Approval Date (if applicable): _____ Business Office Review _____
 (Initial) (date)