



# Palisades Charter High School

## Board Meeting

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### **Date and Time**

Tuesday June 18, 2024 at 5:00 PM PDT

### **Location**

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

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

### **SUPPORTING DOCUMENTATION:**

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### **Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Sara Margiotta	
<b>B.</b>	Record Attendance and Guests		2 m
	Robert Rene will attend remotely and will be located at the following address - 401 Wilshire Blvd Suite 1200 Santa Monica, CA 90401		
<b>C.</b>	Public Comment		30 m
	<p><i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i></p> <p><b>Google Form Public Comment Procedure:</b> A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link <a href="https://forms.gle/kSsxkvL6T9GgXpdEA">https://forms.gle/kSsxkvL6T9GgXpdEA</a>. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</p>		
<b>D.</b>	Approve Minutes	Approve Minutes Sara Margiotta	2 m
	Approve minutes for Board Meeting on May 14, 2024		

	Purpose	Presenter	Time
<b>E.</b> Approve Minutes	Approve Minutes	Sara Margiotta	2 m
Approve minutes for Board Meeting (Budget) on June 11, 2024			

## **II. Organizational Reports 5:36 PM**

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

Motion: "To approve the Administrative Director of Academic Achievement."

Motion: "To approve the Salary Schedule for the Director of Information Technology."

<b>G.</b> Director of Operations Report	FYI	Rafael Negroe	3 m
<b>H.</b> Director of Information Technology Report	FYI	Jeff Roepel	5 m
<b>I.</b> Admin. Safety and Security Team	FYI	Brooke King	3 m
<b>J.</b> Director of Development Report	FYI	Juan Pablo Herrera	3 m
There is nothing to report at this time.			
<b>K.</b> Chief Business Officer (CBO) Report	FYI	Juan Pablo Herrera	3 m
<b>L.</b> Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m

## **III. Board Committees (Stakeholder Board Level Committees) 6:18 PM**

<b>A.</b> Academic Accountability Committee Update	FYI	Tyler Farrell	5 m
<b>B.</b> Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
<b>C.</b> Election Committee Update	FYI	David Pickard IV	5 m

	Purpose	Presenter	Time
<b>IV. Board Committees (Board Members Only)</b>			<b>6:33 PM</b>
<b>A. Board Members Only - Committee Updates</b>	FYI	Various	5 m
<ul style="list-style-type: none"> <li>• Audit Committee</li> <li>• Grade Appeal Committee</li> <li>• Survey Committee</li> </ul>			
<b>V. Academic Excellence</b>			<b>6:38 PM</b>
<b>A. Academic Progress/School-Wide Goals Update</b>	FYI	PCHS Administrators	20 m
<ul style="list-style-type: none"> <li>• Academics</li> <li>• Campus Climate/Safety</li> <li>• Diversity</li> </ul>			
<b>B. FCMAT Special Education Report Executive Summary</b>	FYI	Tammie Wilson	10 m
<b>C. Independent Study Policy for Emergency Conditions</b>	Vote	Tyler Farrell	5 m
Motion: "To approve the Independent Study Policy for Emergency Conditions."			
<b>D. PCHS Attendance Policy</b>	Vote	Tyler Farrell	5 m
Motion: "To approve the PCHS Attendance Policy."			
<b>E. PCHS Grading Policy</b>	Vote	Tyler Farrell	5 m
Motion: "To Approve the Updated PCHS Schoolwide Grading Policy."			
<b>F. Revised Grade Appeal Policy</b>	Vote	Sara Margiotta	5 m
Motion: "To approve the PCHS Revised Grade Appeal Policy."			
<b>G. PCHS Artificial Intelligence Policy</b>	Vote	Dr. Pam Magee/Jeff Roepel	5 m
<b>VI. Governance</b>			<b>7:33 PM</b>
<b>A. Revised Board of Trustees Election Policy</b>	Vote	Sara Margiotta	5 m

	Purpose	Presenter	Time
Motion: "To approve the Board of Trustees Election Policy."			
<b>B.</b>	LAUSD Charter School Division - Palisades Charter High Annual Performance-Based Oversight Visit Report 2023-2024	FYI Dr. Pam Magee	5 m
<b>VII.</b>	<b>Employment Contract Amendment for the Executive Director/Principal</b>		<b>7:43 PM</b>
<b>A.</b>	Consideration of Tenth Amendment to Contract for Employment of Executive Director/Principal	Vote Sara Margiotta	5 m
Motion: "To approve the employment contract amendment for the Executive Director/Principal."			
<b>VIII.</b>	<b>Consent Agenda: Finance Items</b>		<b>7:48 PM</b>
<b>A.</b>	School Organized Conferences/Trips November 18 - November 20   CA Charter School Development Conference, Sacramento, CA   Attendee: Dr. Pam Magee	Vote Sara Margiotta	5 m
<b>IX.</b>	<b>New Business / Announcements</b>		<b>7:53 PM</b>
<b>A.</b>	Announcements / New Business	FYI Sara Margiotta	1 m
<ul style="list-style-type: none"> <li>• Date of the Annual Governance Training: Saturday, July 13, 2024 at 10:00am (Zoom)</li> <li>• Date of the next regular Board Meeting: Tuesday, August 20, 2024 at 5:00pm</li> <li>• Date of the Annual Goal Setting Retreat: Saturday, September 14, 2024 at 10:00am (Palisades Village/Swarthmore Room)</li> </ul>			
<b>B.</b>	Announce items for closed session, if any.	FYI Sara Margiotta	1 m
<b>X.</b>	<b>Closed Session</b>		<b>7:55 PM</b>
<b>A.</b>	Conference with Legal Counsel - Anticipated Litigation	Vote	5 m
<ul style="list-style-type: none"> <li>• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: (one potential cases)</li> </ul>			

	Purpose	Presenter	Time
<b>B.</b> Employee complaint/Assignment/Discipline/Dismissal/Release	Vote	Dr. Martha Monahan	5 m
<ul style="list-style-type: none"> <li>• (Govt. Code section 54957) (Education Code section 44929.21)</li> </ul>			
<b>C.</b> Potential Litigation	Vote		5 m
<ul style="list-style-type: none"> <li>• Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9</li> </ul>			
<b>XI. Open Session</b>			<b>8:10 PM</b>
<b>A.</b> Return to Open Session	FYI	Sara Margiotta	1 m
<b>B.</b> Report Out on Action Taken In Closed Session, If Any.	FYI	Sara Margiotta	1 m
<b>XII. Closing Items</b>			<b>8:12 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Sara Margiotta	1 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on May 14, 2024

DRAFT



# Palisades Charter High School

## Minutes

### Board Meeting

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#### **Date and Time**

Tuesday May 14, 2024 at 5:00 PM

#### **Location**

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

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

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#### **Trustees Present**



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

**Trustees Absent**

*None*

**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

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**I. Opening Items**

**A. Call the Meeting to Order**

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday May 14, 2024 at 5:07 PM.

**B. Record Attendance and Guests**

**C. Public Comment**

**D. Approve Minutes**

Melissa Schilling made a motion to approve the minutes from Board Meeting on 04-16-24.

Karen Ellis seconded the motion.

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

**Roll Call**

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

**Roll Call**

David Pickard IV    Aye  
Kristina Irwin        Aye

**II. Organizational Reports**

**A. Student Report**

- ASB is gearing up for Prom on 5/18 and Senior Picnic.
- In the absence of Justice League, ASB is working with Dr. Magee to reimagine how to best support all students and student organizations on campus.
- ASB is sponsoring an event during finals week with puppies

**B. Parent Report**

- Several complaints about access to counselors about student progress towards graduation. More efficiency in how students are able to change their classes due to missed instruction time while student schedules are being adjusted.
- A question was raised about how students attendance records during AP testing.

**C. Represented Classified Staff Report**

Nothing to report

**D. Unrepresented Classified Staff Report**

Nothing to report

**E. Faculty Report**

- Close to wrapping up AP testing.
- Kudos to VAPA for a great showcase.
- Gearing up for the end of the year.

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

Stands as submitted

**G. Director of Operations Report**

Stands as submitted.

**H. Director of Information Technology Report**

Stands as submitted.

A question was raised about if we were able to deliver CAASPP testing on our Pali-issued devices.

**I. Admin. Safety and Security Team**

Stands as submitted

**J. Director of Development Report**

Nothing to report.

**K. Chief Business Officer (CBO) Report**

Stands as submitted.

**L. Executive Director/Principal (EDP) Report**

- Congratulations to Kaitlyn Morgan for an award. We are very proud of her.
- PCHS earned a 6-year clear with a mid-term progress report due in 3 years. Congrats to all involved.
- Kudos to ASB and the student affinity groups for participating in admin listening sessions and providing valuable feedback for how to improve the student experience at PCHS. Many of the suggestions the students have submitted, are already beginning to go into effect. More updates to come from Dr. Magee later on progress.
- PCHS is working on drafting an Artificial Intelligence policy. The draft included in the ED/P report has been viewed the Curriculum Council.
  - Saken: What tools will we use to determine what is AI generated and student generated?
  - Jeff: No tool is 100% Teachers often have a conversation with the students about the items in question.
  - Kiumars: There's a lot of conversations about AI at conferences. PCHS should adopt a policy that encourages students to embrace AI in an effective way, rather than try to come up with a "Gotcha."

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

**A. Academic Accountability Committee Update**

Stands as submitted.

The Board of Trustees is tasking the Academic Accountability Committee with examining the current bell schedules and our use of instructional minutes to better serve our students, and address state compliance and professional development needs.

Sara Margiotta made a motion to task AAC to review current arrangement of instructional minutes to better address state compliance and professional development needs.

Melissa Schilling seconded the motion.

Students voice support.

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

## **B. Budget & Finance Committee Update**

- IMA was reviewed but there was no vote to approve it
- The textbook budget was reviewed. Approved \$420,000 for textbook purchases to account for any fluctuations. This will allow them to get ordered sooner and arrive on time.
- Asking the Board and Admin to create a policy to move towards digital textbooks instead of physical books. Some book manufacturers only make e-books.
- Approved funding for an additional school psychologist and asked for the department to be evaluated for cost savings as a result of the new position.

## **C. Election Committee Update**

Did not meet.

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

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

Grade Appeals: 1 still on going; all others denied.

## **V. Academic Excellence**

### **A. Recommendation for Additional School Psychologist**

Recommendation based on FCMAT to review and evaluate the Special Education department. We should have the final report back before the school year ends and the report will be shared with the board. PCHS invited FCMAT in because this is their area of expertise. We received this portion of the report ahead of full report so we could begin the hiring process to get the best qualified candidate. PCHS has 1 psychologist to approximately 1500 currently. Industry standard is 1:977. PCHS has not been doing assessments for 1:1 aides for students with special needs and adding the extra position will allow PCHS to provide those assessments.

Kiumars Arzani made a motion to Approve one additional School Psychologist to increase the existing staff by one full-time equivalent (FTE).

Sara Margiotta seconded the motion.

Students voice support

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

### **Roll Call**

Saken Sherkhanov Aye

**Roll Call**

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

**B. Grading Policy Update**

There was a discussion regarding the proposed grading policy update.

**C. Attendance Policy Revision**

Tyler Farrell made a motion to "To approve the revised PCHS Attendance Policy.

Karen Ellis seconded the motion.

Students voice varied support.

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

**VI. Finance**

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

Joe Lin: Update is in line. Accounting for a net of \$2.4 Million based on 1-time funding. Withstanding 1-time funding, we are budget neutral.

JP: Ending balance is roughly \$154,000, after approving the new school psychologist position this will likely be a wash. Special Education department will be tasked with finding other cost saving opportunities to offset the costs. Cash reserves are about \$5.2 million, roughly 12-13% and does not include Lifetime Health Benefits.

**B. 2024-25 IMA Budget**

Budget and Finance recommended holding off until June.

**C. 2024-25 Textbook Budget**

Maggie Nance made a motion to approve the Budget and Finance Committee's 2024-25 Textbook budget of \$420,000 with the understanding there may be some small fluctuations in the final amounts of textbook requests.

Melissa Schilling seconded the motion.

Students voice support.

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

**D.**

### **2022-23 Independent Audit Report**

The 2022-23 Audit Report came out in compliance minus one item which will be spoken about later.

The report has been sent to the audit committee.

Thank you to the Budget committee and the school for having a strategic direction.

Maggie Nance made a motion to approve the 2022-23 independent audit report.

Tyler Farrell seconded the motion.

Students voice support.

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

### **E. 2022-23 Audit Corrective Action Plan**

There was a note in the audit that brought to attention that we did not turn in some paperwork on time. Aspects of the corrective action plan have already been started.

The audit for next year has already started.

Kiurmars: Christy White, the current audit firm, is having some issues. We should consider moving away from them.

Sara Margiotta made a motion to approve the Corrective Action Plan for the 2022-23 Audit Report.

Maggie Nance seconded the motion.

Students voice support

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

### **F. 2023-24 Audit Engagement Letter**

Andrew Paris made a motion to approve the 2023-24 engagement letter from Christy White audit firm.

Karen Ellis seconded the motion.

Students voice support.

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

## **VII. Consent Agenda: Finance Items**

### **A. School Organized Conferences/Trips**

This is to send a Dean to a conference to learn new strategies to bring back to the Dean's office.

Karen Ellis made a motion to approve the consent agenda.

Sara Margiotta seconded the motion.

Students voice support.

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

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

**A. Announcements / New Business**

The next board meeting is June 3, 2024 at 5:00pm.

The next regular board meeting is: June 18, 2024 at 5:00pm.

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

None.

**IX. 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 6:58 PM.

Respectfully Submitted,  
Sara Margiotta

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** E. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting (Budget) on June 11, 2024



DRAFT



# Palisades Charter High School

## Minutes

### Board Meeting (Budget)

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#### Date and Time

Tuesday June 11, 2024 at 5:00 PM

#### Location

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

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#### Trustees Present

Andrew Paris, Karen Ellis, Kiumars Arzani, Rustin Kharrazi, Saken Sherkhanov, Sara Margiotta, Tyler Farrell

**Trustees Absent**

David Pickard IV, Kristina Irwin, Maggie Nance, Melissa Schilling, Robert Rene

**Ex Officio Members Present**

Dr. Pam Magee, Juan Pablo Herrera

**Non Voting Members Present**

Dr. Pam Magee, Juan Pablo Herrera

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**I. Opening Items**

**A. Call the Meeting to Order**

Sara Margiotta called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Jun 11, 2024 at 5:05 PM.

**B. Record Attendance and Guests**

**C. Public Comment**

No public comment made

**II. Finance**

**A. 2024-2025 Local Control & Accountability Plan (LCAP)**

Juan Pablo Hererra presented the 2024-25 LCAP. Highlights include:

- This is the beginning of a 3-year LCAP.
- WASC Action plan has been integrated into the LCAP so the documents work hand-in-hand.
- Same 4 LCAP goals from the previous LCAP cycles in alignment with recommendations from the CDE to consolidate goals to work more efficiently.
- The 4 LCAP goals are:
  - 1. Increase Proficiency & Academic Achievement
  - 2. Prepare graduates for post-secondary experiences
  - 3. Safe & Positive School Environment
  - 4. Modernization
- Biggest areas for growth: increasing Average Daily Attendance and decreasing the rate of chronic absenteeism. There are additional expenditures associated with these growth items.

- The budget presented later is reflected in the LCAP.

Karen Ellis made a motion to approve the 2024-2025 LCAP.

Kiumars Arzani seconded the motion.

Students voiced support.

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

## **B. 2024-2025 Local Indicators**

Juan Pablo Herrera presented the 2024-25 Local Indicators.

This is a self-reflection each school is required to complete and present at the same meeting as the LCAP. The CDE has data on the 8 priorities. The final two priorities only apply to County Offices of Education, so they do not apply to PCHS. Ratings and narratives reflected in the report were collected and compiled by Longterm Strategic Planning, PCHS faculty, and academic administrators. We submit this to the CDE each year and it reflects on the CA Dashboard under the Local Indicators tool. This is due to the CDE by July 31, 2024.

Kiumars Arzani made a motion to approve the 2024-2025 Local Indicators.

Tyler Farrell seconded the motion.

Students voice support

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

## **C. 2024-2025 Proposed Budget**

Juan Pablo Herrera and Joseph Lin presented the 2024-2025 Budget.

### **The presented budget assumes and includes:**

- an ADA rate of 93%
- a 1.07% COLA projection
- Utilization of A-G completion grant to purchase textbooks and included this in the 2023/2024 expenses which increased the ending balance.

### **Recommendations/Updates from the Finance Team:**

- Review subscriptions as much as possible for usage and effectiveness
- Develop a facilities master plan before allocating funds for future capital projects.
- Adopt a furniture adoption cycle

The presented budget reflects a positive ending balance of \$595,178.

The Budget & Finance Committee recommended the Board of Trustees vote to approve the budget as presented.

Kiumars Arzani made a motion to approve the 2024-2025 proposed budget.

Saken Sherkhonov seconded the motion.

Students voice support

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

### **III. New Business / Announcements**

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

The next meeting of the PCHS Board of Trustees is June 18, 2024 at 5:00pm.

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

### **IV. Open Session**

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

Return to open session at 6:35pm.

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

There was nothing to report out from closed session.

### **V. Closing Items**

#### **A. Adjourn Meeting**

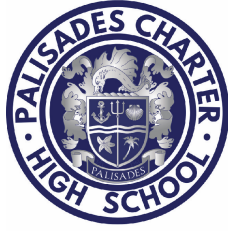
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:38 PM.

Respectfully Submitted,  
Sara Margiotta

# Coversheet

## Faculty Report

**Section:** II. Organizational Reports  
**Item:** E. Faculty Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Faculty Board Report\_06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Faculty Report Board of Trustees Meeting June 18, 2024**

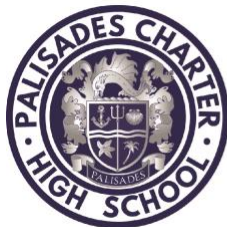
PCHS faculty are excited to be on summer break.

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:** Vote  
**Submitted by:**  
**Related Material:** HR Board Report 06\_18\_2024.pdf  
Diana Kim 2024\_2025 Contract.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## Human Resources Report Board of Trustees Meeting June 18, 2024

**Diana Kim, Administrative Director of Academic Achievement:** PCHS Administration recommends the approval of the contract for Diana Kim. Ms. Kim has 25 years of experience as an educator and has served as a middle school and high school English teacher, Title I Coordinator, EL Designee, Intervention Coordinator, Instructional Coach and Assistant Principal. She has led professional development and provided resources to math teachers to implement research-based, practices, including mastery grading. She brings her diverse experience in curriculum, instruction and intervention to PCHS to build teacher efficacy to increase student achievement.

**Director of Information Technology:** Due to the increase in demands on the director of IT, this employee has been receiving a monthly stipend for additional SIS/LMS support, data integration, and security/surveillance monitoring. As these increased demands are ongoing, PCHS administration proposes the following salary schedule, which is a result of shifting current stipend into base salary. This change will have no impact on the 2024-25 budget.

<sup>1</sup> Additional SIS/LMS reporting, additional SIS/LMS support, Data integration, security/surveillance monitoring

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
<b>Current Salary Range (2023-24)</b>	<b>98,506.87</b>	<b>103,431.45</b>	<b>108,649.44</b>	<b>114,034.09</b>	<b>119,734.45</b>	<b>125,721.17</b>	<b>132,008.34</b>	<b>138,608.88</b>
Stipend for extra duties <sup>1</sup>	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
<b>Total Salary (2023-24)</b>	<b>\$116,506.87</b>	<b>\$121,431.45</b>	<b>\$126,649.44</b>	<b>\$132,034.09</b>	<b>\$137,734.45</b>	<b>\$143,721.17</b>	<b>\$150,008.34</b>	<b>\$156,608.88</b>
<b>Proposed Salary<sup>2</sup> (2024-25)</b>	<b>116,506.87</b>	<b>121,431.45</b>	<b>126,649.44</b>	<b>132,034.09</b>	<b>137,734.45</b>	<b>143,721.17</b>	<b>150,008.34</b>	<b>156,608.88</b>

<sup>2</sup> Proposed salary is a result of shifting current stipend into base salary. Results in no impact to the 2024-25 budget

### Closed Session

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

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





**Employment Agreement Between  
PALISADES CHARTER HIGH SCHOOL and DIANA KIM**

THIS AGREEMENT (“Agreement”) is made and entered into as of the date fully executed by and between the Board of Trustees (“Board”) of Palisades Charter High School (“PCHS”), a California Non-Profit Public Benefit Corporation and DIANA KIM (hereinafter referred to as the “ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT”).

**R E C I T A L S**

WHEREAS, PCHS is a corporation, organized and operating exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, PCHS is authorized pursuant to its Articles of Incorporation and By-Laws to appoint and hire the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT to assist the Executive Director/Principal and to carry out the duties and functions of the position as directed by the Executive Director/Principal and/or the Board; and

WHEREAS, PCHS desires to retain the services of the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT by way of this Agreement and the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is qualified to perform such duties; and

WHEREAS, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT and PCHS desire to formalize the employment relationship by way of this Agreement NOW THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereto agree as follows:

**AGREEMENT**

1. **TERM.** PCHS hereby employs the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT from July 1, 2024 to June 30, 2025, according to the terms and conditions set forth in the Charter, or as specified herein. In the event of a conflict between the provisions of this agreement and the charter, the provisions of this agreement shall prevail.

2. COMPENSATION.
  - a. For the 2024-2025 school year, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall receive a salary of \$149,671.18 to be paid in monthly payments, subject to all regular withholdings. The \$149,671.18 is an annual rate for the period of July 1, 2024 to June 30, 2025.
  - b. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is exempt from overtime law.
  - c. For the duration of this Agreement, the compensation of the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall be subject to reduction commensurate with salary reductions and/or reductions in work days (“furlough days”) taken by any other management, supervisory, confidential, or non-management employee group, whether as a percentage reduction to annual salary, a percentage number of furlough days (in relation to the work year of the employee group), or a combination of a reduction to annual salary and furlough days. Additionally, if reduced compensation of any other employee group is restored during the term of this Agreement, the compensation of the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall also be restored in an equal manner.

3. BENEFITS. At PCHS’s expense, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall be afforded the health and welfare benefits of employment listed in the attached Benefit Description (Attachment A).

4. DUTIES. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall perform the duties of ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT as directed by the Principal and the Executive Director/Principal, the Articles of Incorporation and By-Laws, prescribed by the Charter, or as specified in the attached job description. This description and the job duties for the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT may be altered from time to time by the Board.

5. WORK YEAR AND WORK WEEK. The work year of the ADMINSTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is 12 months, from July 1, 2024 through June 30, 2025 and he/she shall be required to work throughout this 12-month calendar year. The work week shall be Monday through Friday, and exclude weekends. The work year shall consist of workdays, non-workdays, and holidays, and

shall be broken down as follows: The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT: 1) shall be entitled to the two hundred twenty four (224) work days, as defined above, which shall include the one hundred eighty (180) days of the work year for PCHS teachers unless a special exception is approved by the Executive Director; and 3) the remaining forty eight (48) workdays, and the eighteen (18) non-workdays, shall be scheduled in advance and approved by the Executive Director. EVALUATION.

ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT should meet regularly with his/her supervisor and should receive ongoing performance feedback. In addition, more formal performance evaluations will be conducted annually on or before June 1<sup>st</sup>, 2025. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. A copy of the written evaluation shall be delivered to the

performance problems. A copy of the written evaluation shall be delivered to the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT, and he/she shall have the right to make an oral or written response to the evaluation. Failure to evaluate the Employee shall not prevent PCHS from releasing the Employee in accordance with this Agreement.

7. EXPENSE REIMBURSEMENT. PCHS shall reimburse the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT for all documented actual and necessary expenses personally incurred by him/her within the scope of his/her employment, subject to Board approval, in accordance with applicable PCHS policy and authorization.
8. TERMINATION OF AGREEMENT. This Agreement may be terminated prior to the end of its term as a result of any of the following events:
  - a. mutual written agreement of the parties
  - b. retirement, legal incapacity or death of the ADMINISTRATIVE, DIRECTOR ACADEMIC ACHIEVEMENT
  - c. Charter revocation
  - d. early termination of at-will employment by PCHS without cause in which event a gross taxable sum equivalent to four (4) weeks of salary (subject to all regular withholding) and benefits shall be paid to the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT as severance
  - e. discharge from at-will employment without severance, for cause

Acceptance by ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT of the severance payment pursuant to Section 8(d) shall constitute the sole amount owing and paid in the event of termination of this agreement without cause.

The bases for discharge for cause may include but are not limited to conduct such as neglect of duty, incompetence, breach of contract, dishonesty, disclosure of confidential information, unprofessional conduct, insubordination, violation of law or conviction of any felony or other criminal offense, or any failure of good conduct that might be likely to affect PCHS negatively.

Prior to discharge for cause, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall be provided with a statement of charges and given an opportunity to respond orally or in writing to such charges. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall be entitled to appear personally before the Board to present any evidence or testimony to contest the statement of charges. If the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT chooses to be accompanied by legal counsel at such meeting, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall bear any cost therein involved. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall be provided a written decision setting forth the decision of the Board. The decision of the Board shall be final, and this Agreement will terminate as of the date of that decision.

During the pendency of disciplinary proceedings, the Board reserves the right to place the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT on paid administrative leave.

Upon termination for cause, the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT shall receive his/her proportionate compensation to the effective date of termination, along with his/her rights to other benefits as governed by any applicable plans, programs or policies such as health benefits, etc.

The termination for cause provisions of this Section shall not be construed as an agreement to terminate employment only for cause, but rather are intended to provide a mechanism for termination from employment without the payment of severance provided in Section 8(d).

In the event of Charter revocation, all contractual obligations under this Agreement cease immediately upon the effective date of revocation.

Unless the agreement is terminated prior to the end of its term pursuant to this Section or the term is extended in writing in accordance with Section 12, the employment of the ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT will terminate at the end of the term of the agreement and no additional notice is required.

9. ENTIRE AGREEMENT. This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.
10. WAIVER. Either party to this Agreement may specifically and expressly waive, in writing, compliance or any breach by the other party with any term, condition or requirements set forth in this Agreement. Any such waiver, however, shall not constitute a further or continuing waiver of the same requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.
11. JURISDICTION. The parties hereby understand and agree that this Agreement, including the attachments hereto, has been negotiated and executed in the State of California and shall be governed by, and constructed under, the laws of the State of California.
12. AMENDMENTS. No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing and signed by the authorized representative of both parties.
13. ARBITRATION OF DISPUTES. The parties agree that any dispute regarding the application, interpretation or breach of this Agreement will be subject to final and binding arbitration. Attorney's fees, costs, and damages (where appropriate) shall be awarded to the prevailing party in any dispute, and any resolution, opinion or order of the Arbitrator may be entered as a judgment of the Superior Court.
14. INTERPRETATION AND OPPORTUNITY TO COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto

acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

- 15. SEVERABILITY. If any term, provision, condition, or covenant of this Agreement shall to any extent be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.
- 16. COUNTERPART EXECUTION. This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.
- 17. SIGNATURES. We affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

PALISADES CHARTER HIGH SCHOOL, a California Non-Profit Public Benefit Corporation

By:

\_\_\_\_\_  
 Dr. Pamela Magee  
 Executive Director/Principal

Date \_\_\_\_\_

\_\_\_\_\_  
 Diana Kim  
 Administrative Director, Academic Achievement

Date \_\_\_\_\_

**.3ATTACHMENT A:  
BENEFIT DESCRIPTION**

1. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is entitled to participate in PERS or STRS, in accordance with their requirements.
2. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is entitled to participate in PCHS provided health and welfare benefits including but not limited to medical, dental, vision and life insurance. In addition, ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT has the opportunity to enroll in other health and welfare benefits including but not limited to additional life insurance, pre-tax savings programs, 403(B), discount programs, etc. PCHS reserves the right to change benefits providers or packages as necessary, while still ensuring compliance with the employee benefits section of the Palisades Charter High School Charter.
3. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is entitled to leaves of absence in accordance with applicable Federal and State law, including but not limited to Family Medical Leave Act(FMLA), State Disability Insurance (SDI), Paid Family Leave (PFL), Pregnancy Disability Leave (PDL), etc.
4. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is entitled to Paid Holidays of 13 days annually during the term in keeping with the adopted annual school calendar. Holidays must be used on the day assigned, and unused holidays will not roll over or be paid out at contract termination. During the 2024-2025 school year, these dates include the following 13 holidays.

July 4	Independence Day
September 1	CA Admission Day
September 2	Labor Day
November 11	Veteran’s Day
November 28	Thanksgiving Day
November 29	Friday after Thanksgiving
December 24	Christmas Eve
December 25	Christmas Day
January 1	New Year’s Day
January 20	Martin Luther King Jr. Day
February 17	President’s Day
May 26	Memorial Day
June 19	National Independence Day

5. The ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT is entitled to paid sick days of 12 days annually during the term. Paid sick days accrue at a rate consistent with days worked. ADMINISTRATIVE DIRECTOR, ACADEMIC ACHIEVEMENT may borrow against the contract year’s paid sick days, but if he/she terminates his/her contract prior to contract end date, used, un-accrued days must be paid back to Palisades Charter High School. Unused paid sick days will roll over as outlined by STRS and PERS, but will not be paid out at contract termination.

# Coversheet

## Director of Information Technology Report

**Section:** II. Organizational Reports  
**Item:** H. Director of Information Technology Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** IT Boaqrd Report 06\_18\_2024 .pdf



## Board of Trustees Meeting – Information Technology Report June 18, 2024

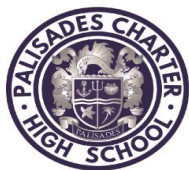
- The Technology Team worked with teachers to finalize and post their gradebooks in Infinite Campus. All grades for transcripts were successfully submitted within 4 days after the deadline. The new process during teacher checkout of having the Counseling Office verify submissions has been very successful!
- Support was provided for the annual Graduation Ceremony. Thank you to all parties that helped make this another successful and professional in-person and live stream event!
- The Tech Team provided a handful of setups for student & faculty events during the close of the year and finals week. and closed 285 tickets in the last period.
- Work continues with the Library to collect all outstanding materials and fines from students, with an emphasis on exiting Seniors.
- Support continues for the 24-25 school year enrollments with the Admissions and Transportation. Aside from reporting, IT has been assisting families with account and registration issues, along with cleaning up household and duplicate record issues on the back end.
- The Pali High Booster Club project to replace the screen and projector in Mercer Hall is in progress. Items are on order and we are awaiting a ship date to be able to plan the installation.
- The Gym sound system project is also in full swing, awaiting ship dates for the materials so that installation may be planned. The system will be in place for the new 24-25 school year.
- We have begun the setup and configuration phase with Performance Matters, the new Assessment and Reporting system. As soon as we finalize the data export, we will be able to plan teacher and staff train-the-trainer training.
- Technology has been working with Edmentum on the integration of Apex Learning into Schoology. While some aspects will be ready for Summer School, it is anticipated to need ~150 hours of work to ready all other sections for use but will be available for the 24-25 school year.
- With the 24-25 budgets now approved, IT has begun work on subscription renewal and project orders, with a focus on devices for incoming freshman, new staff, and lab equipment that needs to be ordered or replaced. Additionally, two new Infinite Campus modules, Data Suite, and Campus Workflow, will be implemented beginning July 1. These modules will provide for new levels of comprehensive security to the Campus database, and replace our e-Hallpass system with one that is native to Campus, making use easier for teachers and students alike.
- The erate category 2 project to update the wireless infrastructure is in full swing and expected to be completed by 6/22. The project is replacing existing access points and expanding coverage on campus with significantly more robust hardware to support modern classroom needs. The last wireless network refresh occurred in 2015.



# Coversheet

## Executive Director/Principal (EDP) Report

**Section:** II. Organizational Reports  
**Item:** L. Executive Director/Principal (EDP) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EDP Board Report 06\_18\_2024.pdf  
2023-2024 Schoolwide Goals Annotated.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Executive Director/Principal Report Board of Trustees Meeting June 18, 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](#)

### **Special Education Study with the Fiscal Crisis and Management Assistance Team (FCMAT) - Update**

The Fiscal Crisis and Management Assistance Team (FCMAT) is a state agency that was established in 1992 as a service to assist California's local K-14 educational agencies in complying with fiscal accountability standards. FCMAT provides both management assistance and fiscal crisis prevention. Our school has entered into a management assistance agreement with FCMAT to review our special education program in the following areas:

- The implementation of student success teams, response to intervention and multitiered system of supports.
- The organizational structure and staffing of the special education program for our school.
- The staffing for paraeducators, special education teachers and related service providers.
- The identification rate for special education compared to the county and statewide averages.
- The school's continuum of special education and related services for students.
- The school's professional development/training program as it relates to special education.
- The costs of due process, mediations, and settlements for the past three years.
- The school's general fund contribution to special education.

FCMAT reviewed documents and data. Special education teachers, related service providers, and other school staff were selected for interviews. From the interviews, and school data and documents, FCMAT has developed findings and recommendations.

*PCHS has received a draft report of all FCMAT recommendations. The Executive Summary is included in the meeting materials. A representative from the FCMAT team will present the full report to the Board of Trustees at the August 20, 2024, meeting. PCHS will use the recommendations in the report to inform our work moving forward. PCHS has already incorporated recommendations from the study by adding an additional School Psychologist to address the expanding needs at PCHS.*

## LAUSD Charter School Division Annual Performance Based Oversight Visit Report 2023-2024 - *Report included in the meeting materials.*

### LAUSD Charter School Division (CSD) Oversight Visit Summary

- **Thursday, March 7, 2024** - Virtual meeting for Every Student Succeeds Act (ESSA) Grid Review
- **Wednesday, March 13, 2024** - In-person campus visit with a Fiscal Separation of Duties Review and Special Education Review
  - **Opening Meeting:** Discussion of guiding and special education questions.
  - **Classroom Observations:** School administrators accompanied the CSD Team members on the classroom observations. During the opening meeting the CSD team determined the classrooms to observe. Classroom observations included a variety of grade levels and content areas.
  - **Special Education Review:** The CSD Team member conducting the review met with the Executive Director and SPED Director to discuss the systems and procedures for ensuring compliance with special education requirements, including a review of the current Welligent reports for services and IEP meeting timelines.
  - **Document Review/Clarifying Questions:** The CSD Team reviewed the school's documents in Dropbox folders in addition to the ESSA Grid review of any staff member/vendor/volunteer added, or with updated information, after the initial (tri-annual) submission of the ESSA Grid along with all accompanying/supporting documentation.
  - **Visit Debrief:** At the end of the visit day, the CSD Team met with the school's leadership team to debrief the activities of the day, including the results of the document and website reviews, and follow-up action items.

### Annual Schoolwide Goals Progress Report

The PCHS Board of Trustees, administrators, and student representatives from Pali Ambassadors, ASB Leadership, and Justice League met on Saturday, September 9, 2023 to review and provide feedback on the schoolwide goals for the coming year. This annual exercise included a summary of the guiding plans that are currently in place including the Local Control and Accountability Plan/Learning Continuity and Attendance Plan (2021-2024), Western Association of Schools and Colleges Action Plan (2017-2023), LAUSD Charter Authorization (2020-2026), and Annual LAUSD Charter School Division Compliance Review. Each of these plans requires feedback from and vetting with educational partners. PCHS has established a clear vision and focus in each of these plans by layering common goals. Each plan reinforces the others by addressing similar areas which include academic achievement, communication, diversity, budget/development, and socioemotional well-being. These goals establish school priorities and provide guidance for the PCHS Leadership Team. A working summary of progress made toward this year's goal is included in the meeting materials. In addition, the Academic Administrators' presentation to the Board of Trustees is also provided.

### Ethnic Studies Curriculum Update

California legislation requires all students to complete a course in Ethnic Studies starting with the graduating class of 2029-2030; schools must begin offering the course in 2025-2026. Assembly Bill 101 requires curriculum that more closely reflects the history, culture, and

struggles of California's diverse population. The legislation focuses on four ethnic and racial groups who have traditionally been underrepresented in educational materials: Blacks, Latinx, Native Americans, and Asian Americans. The revised state model curriculum also includes units on Sikh, Jewish, Arab and Armenian Americans. PCHS has formed an Ethnic Studies Team that is reviewing the state model curriculum and visiting school districts with strong Ethnic Studies programs to determine the best model for PCHS students.

The ***PCHS Ethnic Studies Team*** comprised of teachers and administrators met regularly during the spring semester to review program models and materials.

The ***PCHS Ethnic Studies Team*** visited El Rancho High School, part of the El Rancho Unified School District to learn more about their model Ethnic Studies program implementation.

PCHS will pilot select ethnic studies units and a semester long course during the 2024-2025 school year to be taught by a highly qualified, credentialed social science teacher.



**2023-2024 Schoolwide Goals (continued from 2021-2023)  
September 9, 2023**

**Progress Report May 23, 2024**

*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.*

**A. Ongoing Goals**

1. Academic Achievement
2. Communication
3. Fiscal Budget
4. Student Socioemotional Well-being
5. Diversity

**B. Feedback from September Retreat**

**ACADEMIC ACHIEVEMENT**

**Long Term Aspirational Goal (2021-present)**

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

**2023-2024 Progress:**

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

- Expand the number of course options for students.
  - PCHS has added the following courses for the 2024-2025 school year
    - AP African American Studies
    - Ethnic Studies
    - Probability and Statistics
    - As well as expanding the number of sections of: AP Human Geography, Yoga, Introduction to Psychology
    - Possible future courses include AP Precalculus, Genetics, CTE Courses

- Expand and communicate the benefits and processes of dual enrollment and CTE pathways.
  - Articulation and conferences with other Dual Enrollment Programs and Community Colleges to explore expanding options, improving communication, and
  - Adding Mathematics Courses for 2024-2025 (UC/CSU Transferrable)
  - Adding College Planning Course for Spring 2024-2025 (UC/CSU Transferrable)
  - Increased outreach to students and families (ParentSquare, Schoology, Information Meetings, PTSA, *Fuerza Unida*)



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**DUAL ENROLLMENT COLLEGE COURSE OPTIONS**  
SET YOURSELF APART

Take advantage of the **FREE asynchronous college courses** offered through West LA College. **Earn BOTH PCHS AND College Credit.** Get a **head start on college.** Come to the Counseling Office for more information

<p><b>01 American Sign Language</b> Great for ANY major and career Earns one year of World Language Credit</p>	<p><b>02 Cinema</b> Great for Film majors &amp; Film Industry Earns Visual and Performing Arts Credit</p>
<p><b>03 Statistics</b> Great for Liberal Arts, Business, and Political Science Majors Must have completed Algebra 2 Earns Math Credit</p>	<p><b>04 Psychology</b> Great for Psychology, Business, and Law Majors Earns Elective Credit</p>
<p><b>05 Real Estate</b> Needed to earn your real estate license Great for Real Estate &amp; Business Majors Earns Tech Credit</p>	<p><b>06 Work Experience</b> Must have a job or internship 11th or 12th Grade Only Earns Elective Credit</p>

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- Entrepreneurship Pod will now be an Introductory CTE Pathway for 2024-2025 School Year, thus expanding CTE opportunities for students
- Reintroduced Game Design 2 with CTE Certification for 2024-2025 School Year as a completer Capstone CTE Pathway
- Groundwork completed for Capstone Makerspace CTE Pathway for 2024-2025

- Meetings with LA Trade Tech to explore potential future Dual Enrollment/CTE partnerships in the future
- **Expand academic intervention access and availability.**
  - Fulltime Academic Intervention Counselor
    - Continued ½ Time Interventionist
  - New Study Skills Curriculum and Training to focus more on long term skills vs. simply a study hall for the 2024-2025 School Year
  - Revised SST Process with new procedures for data collection from teachers and focuses and targeted follow up
  - Revised COST referral process for academic intervention with clearer procedures for Tier 1 Intervention
  - Expanded and revised involvement from more departments for COST meetings to increase a collaborative effort with targeted intervention
  - Expanding data points (grading, COST, attendance, Mental Health, behavior) to track intervention needs
  - Fully revised and systemized Credit Recovery course program
    - New rigorous curriculum to be added 2024 Summer School and 2024-2025 School Year with APEX
      - Thoroughly vetted
    - Biweekly communication regarding Credit Recovery coursework and progress via Schoology and ParentSquare
      - Shared with all counselors
      - Target outreach for extra student support
  - Academic progress monitoring at each Progress Report for students with academic concerns for more targeted intervention
    - Including communication to families via ParentSquare
    - Articulation with 504, Pali Academy, and Virtual Academy Coordinators
  - Targeted teacher support for those in need of intervention strategies
  - SRI Test to be implemented at 9th Grade Orientation to assess possible students in need of intervention/literacy
- **Increase UC Honors courses**
  - Added World History, Spanish, and Italian courses
- **Study sessions/tutors**
  - Intervention Coordinators work with all Study Skills and ELD classes for course planning and Summer School sign-ups and targeted interventions
  - Plans for tutors in the Study Skills classes for 2024-2025 in collaboration with the Study Center
  - Link Crew expansion
  - Increased and target Study Skills courses for 2024-2025 school year with development skill-centered curriculum
    - ELD-and Literacy-Specific Study Skills courses for 2024-2205 school year developed

- Increase UC Honors courses  
Added World History, Spanish, Italian courses

## COMMUNICATION

### Long Term Aspirational Goal (2021-present)

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

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

### 2023-2024 Feedback

#### What's working...

- For student – Morning Announcements and the Leadership Show
- For parents – ParentSquare

#### What's next...

- Student newsletter
- Updated website with Student Life and College Center
- ParentSquare informational meetings for faculty on Zoom, family involvement

### **2023-2024 Progress:**

Parent and Student Newsletters have become a consistent and reliable source of current information. ParentSquare analytics indicate more users are receiving and looking at the newsletters and school announcements. An increasing number of school departments are providing content for the newsletters. The newsletter coordinator visits Faculty Meetings and conducts outreach to gather relevant items. ASB students provide weekly updates for both newsletters. Pali's newsletter often addresses inquiries that are shared in the PTSA chat groups so that there is official school information provided in a timely manner.

Website updates have been more challenging in the absence of a communication coordinator. The PCHS IT team makes content updates when they are provided. Focused time is scheduled during June 2024 to make design updates with the website vendor and to reorganize materials. Going forward, updated sections will be maintained by the administrators or program supervisors.

ParentSquare is gaining traction as more departments and individuals are trained to use the platform effectively. Tech Coaches provided training to faculty members this year, with more comprehensive professional development scheduled for August 2024. Offices for



Attendance/Admissions, CTE, Guidance/Counseling, Transportation, Facilities, College Advisement, Mental Health, Senior Class, Technology, and more actively use the system.

## FISCAL/DEVELOPMENT

### ***Long Term Aspirational Goal (2021-present)***

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

### **2023-2024 Progress:**

- Be sure to focus on LCAP plan to ensure it is student centered.

The LCAP is student centered by design. However, different educational partners have different priorities. This was evident in our recent “relief funding survey.” Some respondents stated that VAPA is the #1 priority, others say it is transportation. Managing various inputs is difficult, but by implementing a transparent and collaborative LCAP and budget development process, PCHS can ensure that all inputs are considered. This will continue to be a focus area as we strive to maintain our student-centered approach in 2024-25 and beyond. Engaging Pali’s educational partners with more surveys and opportunities for input is a must.

- Refine budgeting process.

This year the budget development process was accelerated. For the first time ever, a draft budget was presented at the May 14<sup>th</sup> board meeting and there is a goal to have only one budget committee meeting in June for budget approval rather than three days of all-day meetings. However, there is still an opportunity for improvement. Throughout the process, the Finance Office received feedback that some department chairs were unaware of their 2023-24 budget or expenses YTD. Now that the Finance Director position is filled, monthly meetings are planned with department chairs to review budget projections and expenditures. New fiscal policies and procedures will be presented for approval to be effective July 1, 2024. Despite the improvements to the school’s fiscal health, there is still much opportunity for a refined budget development process.

- Developing and cultivating relationships/fundraising with local businesses.

This was a challenge in 2023-24, given the change in the Development office. However, despite the change, Pali is looking forward to streamlining fundraising efforts in 2024-25 and partnering with local business through the revival of the CTE and Development

committees. A new Director of Development with extensive experience in parent fundraising will be coming on board in preparation for the new school year.

- Identifying a vision for the school and allocating monies to carry out that vision.

PCHS allocates funds appropriately, to support the LCAP and school mission. However, to appropriately allocate funds to carry out a vision, PCHS will develop the following:

- Textbook adoption cycle
- Furniture adoption cycle
- Deferred maintenance plan
- Facilities master plan

These are all areas that we will be working towards in 2024-25. These areas all incur significant expenditures. Ensuring that we have funds allocated each year to address these needs will enable us to carry out our school vision.

## SOCIOEMOTIONAL WELL-BEING

### *Long Term Aspirational Goal (2021-present)*

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

### 2023-2024 Feedback

- PCHS will foster and cultivate a community mindful of socioemotional wellness inside and outside of the classroom.

Behavior Intervention to support student socioemotional wellness include Schoology lessons that focus on the following:

- Understanding diversity and inclusion (behavior intervention)
- Emotional Intelligence (behavior intervention)
- Managing Conflict (behavior Intervention).
- Standing against Bullying (behavior intervention)
- Stand against Vaping (behavior intervention)
- How social media is harmful (behavior intervention)
- Education for teens and alcohol (behavior intervention).

The PCHS Mental Health team serve as lead members of the Coordination of Services Team (COST). COST reviews more than 300 referrals submitted by students and teachers to determine what supports are most appropriate to meet student needs. COST is a Multidisciplinary School Team designed to support the psychoeducational needs of students. Current members of the team include Psychiatric Social Worker (PSW), School Psychologist, School Nurse, Academic Interventionist, deans and attendance office. The mental health team includes two PSWs and three School Psychologists. The mental health team supports students who may have received a COST referral. PCHS mental health services include:

- Mental Health Counseling
    - Group Counseling
    - Lunch Bunch
    - Coping skills
    - Managing stress
  - Individual Counseling
    - Drop-in counseling
    - Weekly counseling and check-ins
    - Intense counseling sessions (40 plus minutes weekly) to assist with managing stressful situations which include parent support /communication.
    - Direct service counseling for students with Individual Education Plans (IEP)
    - Educationally Related Intensive Counseling Services (ERICS) for students receiving special education services
  - Crisis Intervention including determining supports for students who are having suicidal thoughts
  - Psychiatric Assessment (collaboration with PMRT)
  - Addressing Harassment & Intimidation
- **PCHS will explore opportunities and bring awareness to mental health, stress management, and consequence-free assistance.**  
**Steps include:**
    - Training on Executive Functioning skills to support students' organizational skills as a method for stress management
    - Coordinating with Department of Mental Health (DMH) Services provider to ensure linkage to mental health services for students requiring more significant supports to manage stress at school and in the home environment.
    - Organizing training regarding crisis response with LAUSD Charter Operated Programs for the administrative team and counseling office.
    - Expanding the Section 504 study seminar (therapeutic rooms) to support student needs.
    - Holding re-entry meetings for students returning to campus after hospitalization for mental health needs.
    - Developing relationships with multiple resources in the community to offer supports to families and students. Current resources include Clare Matrix who provided lifesaving information to students via Pali period at both Pali Academy (in person) and PCHS (live zoom) and families on the topics related to self-mediations, alcohol and drug abuse and fentanyl.
    - Communication to families in Quarterly Newsletters outlining strategies to support students' mental health as it relates to beginning and end of school year stresses, preparing for finals and summer activities.
    - Provide flyers via school newsletter/parent square regarding community resources (our house, Clare Matrix).

- Within the first month of each semester an intervention will be held to communicate socioemotional support resources to students and encourage development of relationships with mental health and counseling teams.

The mental health team continues to participate in school wide activities as a strategic method for building relationships with students and the Pali community. Connecting with teachers, counselors, and ASB by has helped to build trust and better understanding of mental supports within the Pali community. Steps include:

- Consulting with caregivers regarding concerns and exploring possible strategies to support student.
- Providing crisis response after loss of student who previously attended PCHS.
- Holding school base engagement session at both PCHS and Pali Academy
- Coordinating a school campaign during the last week of December for helping students manage stress.
- Sending Quarterly Newsletters to parent community
- Observing Mental Health Awareness Month- Claire/Matriz
- Coordinating with counselors hosting a grief group to ensure a space for students.

## DIVERSITY

### Long Term Aspirational Goal (2021-present)

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

### 2023-2024 Feedback:

#### Social

- **3Cs concern form adjustments (anonymity, outline specific issues)**
  - The 3Cs (Consideration, Concern, Critical) concerns reporting process is being fully revised. Anonymous (if desired) fillable forms have been created and will be posted on the website. The Deans Office and ASB have promoted reporting options throughout the school year in morning announcements, newsletters, and Schoology posts. The STOPit reporting system is the most widely accessed reporting tool. ASB included questions about how to improve the concern reporting process on their campus climate survey distributed in early May. Feedback will be incorporated into the 2024-2025 implementation.
- **Expand groups and make accessible** – Addressed through ASB Constitution revisions to include Student Unions and hold a minimum of two meetings each month.
- **Social media presence emphasized (Affinity groups provide material for posts)**
  - Student Unions/Affinity groups are encouraged to provide posts for social media and the weekly newsletters. The groups have been actively submitting. Student Unions/Affinity Groups will be under the ASB Leadership umbrella starting in

2024-2025, which will offer the groups more exposure and resources to raise their campus profile.

### Academic

- **Funding for field trips (fundraising/donations, Booster Club grant, other options)** The expectation for field trips to be self-funded through donations and fundraising is in place.
- **Incorporating education in mandatory, schoolwide Pali Periods** – Example of educative Pali Periods include Clare Matrix Mental Health and substance abuse (how to get help) presentations, Pick It Up Pali and Climate Awareness programs, Digital Citizenship lessons, Safety Course introduction and related lessons, Pali Academic Counselor and College Center presentations, Positive Study Habits, and Sandy Hook Promise/See Something, Say Something.
- **Guest speakers** - Clare Matrix Mental Health and Substance Abuse/How to get help presentations, The Village Nation “N-Bomb” assembly, *Fuerza Unida* College Awareness and Preparation, Academic Counseling and College Center presentations, Rick Caruso’s Entrepreneurship and Leadership lunch time talk, “What’s Going on in the Middle East?” lunch assembly, and How to get involved in Pali Student Leadership Opportunities/Soft Skills lunch presentation.

### Resources

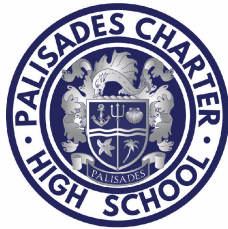
- **Stand Against Hate form** – Designed and adopted for 2023-2024. The new school year will see a reformatted anti-hate graphic and a companion graphic that promotes positive attributes (What Pali Stands Against mirrored by What Pali Stands For)
- **Restroom facilities – single stall restrooms requested**  
New Director of Operations is researching potential options.
- **Pali Period, educating school and is mandatory for whole campus.** Training provided during the first month of school with periodic updates throughout the school year
- **Post information about group activities in newsletter to get parents involved** - Ongoing
- **Transportation assistance** - Continuing
- **Pali Express Metro** - Continuing
- **Inform freshmen** - Prioritized
- **Culture Chats** – Schoolwide presentations designed to communicate school expectations.
  - Classroom resets with administrator, dean, counselor/mental health provider when disruptions have occurred
  - Periodic reminders of school behavior expectations through morning announcements, Schoology, and Pali Period

June 18, 2024

# 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\_06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **Academic Accountability Report Board of Trustees Meeting June 18, 2024**

### **May 30, 2024 Special 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: Virtual Academy (Independent Study). Meeting minutes and copies of the presentations can be found on the AAC's page on the PCHS website.

The Ninth Grade Literacy Program will present at the next meeting.

Next Meeting: August, 2024

# Coversheet

## Budget & Finance Committee Update

**Section:** III. Board Committees (Stakeholder Board Level Committees)  
**Item:** B. Budget & Finance Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Budget Com Meeting Minutes 06\_03\_2024.pdf  
Budget Com Meeting Minutes 05\_13\_2024.pdf





# PALISADES CHARTER HIGH SCHOOL

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REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE  
MONDAY, JUNE 3, 2024 – 10:00-3:30 PM  
STAFF CAFETERIA

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

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

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

**I. PRELIMINARY:**

- A. Call to Order & Roll Call - R Rodman called the meeting to order at 10:15 am. In attendance: R Rodman, S Margiotta, D Gronich, S Sherkhanov, L Mirzaden (ASB Representative). Non-voting members: P Magee, JP Herrera. Please see original sign-in sheet for list of guests.
- B. Public Comments – No public comment made.
- C. Approval of Minutes from R Rodman made a motion to approve the May 13, 2024 meeting minutes as amended. D Gronich seconded the motion. All in favor: S Margiotta, D Gronich, R Rodman. L Mirzaden abstained. S Sherkhanov was not present.

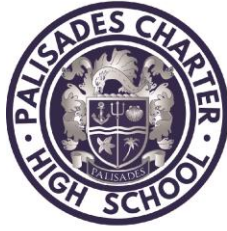
**II. OLD BUSINESS** (DISCUSSION & POSSIBLE ACTION ITEMS):

- A. IMA Budget - Discussion was included in the overall budget discussion.

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

- A. 2023/2024 Budget Actuals – JP Herrera viewed as part of the 2024/2025 Draft Budget overview and stands as submitted.
- B. PCHS 2024-2025 Budget reviewed by JP Herrera. The committee discussed/reviewed current ADA assumptions which the committee agreed was appropriate. The approved \$420K for textbooks was also reviewed. Since we have remaining A-G grant money, the committee agreed that these textbooks would be purchased using this grant money and the purchase will be allocated from the 2023/2024 budget since these was a large positive ending balance. This will also allow the school to purchase the books before the close of this fiscal year. It was noted that this textbook purchase includes a classroom set of books plus digital copies. CBO also reported that the school is working on a plan for textbook purchase cycle. (It was also reported that although digital textbooks are updated those updates do not include updated content.)

The additional purchase of devices was also discussed in order to maintain 1:1 device program. J Roepel noted that the large purchase of devices was done in 2019 and received in 2020. There was  
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another large purchase of 1500 devices in 2023/2024 so there is a need for new devices for incoming freshman. The older devices are slower and need to be replaced. The incoming freshman will keep their device for 4 years and therefore need a new device to last for their 4 years at PCHS. \$450K was held in tech reserve in 2023/2024 and this is the plan again in 2024/2025 in the amount of \$450K. It was also agreed that we could use one time grant funding to purchase the new devices for the incoming freshman.

The new, approved school psychologist has been included in the new version of the draft 2024/2025 budget and will be funded via ESSER grant monies for 1 year. Position will then be re-evaluated.

Subscriptions were reviewed. Part of new Ed Tech position is to evaluate subscriptions on an ongoing basis to ensure subscriptions are actively being used. EHall Pass is not going to be renewed and will be replaced with an Infinite Campus upgrade. Overall subscriptions were discussed and total \$598K for next school year.

Quad modernization was reviewed. PCHS received revisions back from LAUSD and a new engineer review is currently required. (Structural and Electrical). There is also a landscape architect involved and renovation is now ADA approved. Overall cost is approximately \$240K and project is not fully funded.

There are an additional \$100K of projects identified by the new Director of Operations but these are not primary issues currently and therefore were not included in the budget.

IMA reviewed. Committee discussed the need for team uniform adoptions so as to not always encroach on Boosters. A rotational uniform plan should be discussed and shared with coaches. The school administration will follow-up on this. Admin is also recommending that coaches provide monthly updates regarding team income vs. expenses.

Tech Non-Cap reviewed. \$23K was included in the budget out of the \$376,714 requested (primarily from VAPA). It was noted that Admin needs to work with VAPA in years moving forward to help dept. determine what is really needed. Committee discussed additional VAPA requests and approved an additional \$38K to purchase VAPA requested MacBooks as well as an additional \$10K for MacStudio for audio QLab. T Ferrell will look for more universal instructions for developing dept. and program budgets. It was also noted that VAPA also needs better direction when budgeting for their dept.



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Transportation was reviewed. PCHS will be running 7 buses and costs are basically neutral this year with the exception of increased cost of TAP cards and increase cost of competition buses. Committee agreed to increase competition buses budget to \$85K to encourage all teams to use buses for transportation to allowed away games/competitions.

Pool budget, income and expenses were reviewed.

Legal was reviewed and it was note that there was an increase in expenses this year. Consulting also reviewed.

Overall, there is a \$595,187 surplus in the revised, draft 2024/2025 budget with income in the amount of \$43,914,858 and expenses in the amount of \$43,319,680.

S Margiotta made a motion to approve the 2024/2025 PCHS budget with income equalling \$43,914,858 and expenses in the amount of \$43,319,680 with a surplus of \$595,178 contingent upon follow-up of several questions raised that are to be followed-up directly with the Board at their next regular Board of Trustees meeting.

S Sherkhanov seconded the motion. Motion passed unanimously with L Mirzaden absent.

Meeting was adjourned with no further business conducted.



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE  
MONDAY, MAY 13, 2024  
3:30-5:00 PM

*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.*

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## **I. PRELIMINARY:**

A. Call to Order & Roll Call - R Rodman called the meeting to order at 3:40 pm. In attendance - Voting members: S Margiotta, R Rodman, S Sherkhonov, J Landee, D Gronich (arrived at 4:11 pm). Non-voting members: P Magee and J Lin representing JP Herrera. Guests: Please see original sign in sheet but included several new ASB representatives.

B. Public Comments – G Strauss came to discuss investing in IC to a more advanced version which will notify teachers if a grade is changed as there have been incidents where a grade was changed that was not done by the teacher.

C. Approval of Minutes:

R Rodman made a motion to approve the meeting minutes from March 11, 2024 with minor corrections. J Landee seconded the motion. Motion passed unanimously with S Sherkhonov abstaining.

J Landee made a motion to approve the meeting minutes from April 15, 2024. S Margiotta seconded the motion. Motion passed unanimously with R Rodman and S Sherkhonov abstaining.

## **III. REPORTS** (5 minutes each):

A. Executive Director - P Magee reported that there were discussions with other conversion Charters regarding LAUSD possibly making changes to sole occupancy agreements. She hopes that there won't be any big changes. The school is also prepping for the end of the year. Pending projects: Quad renovation and Chem lab updates. With new Director of Operations there is a goal of getting the Chem labs done over the summer and the quad renovation begun after 1 last approval from LAUSD.

B. CBO Report – No CBO report was presented.

C. Fundraising & Development – R Rodman reported that she was working on putting together information.

D. ASB – J Landee reported that they are preparing for the end of the year. Prom, Grad night and Sr. picnic. Budget was wrapped up and they are preparing to budget for next year. He also reported that ASB has a good foundation for next year.

E. Booster Club – R Rodman reported that Boosters raised approximately \$270K in annual giving and that the auction was also successful.

F. Credit Card Purchases- Reviewed and stands as submitted.



# PALISADES CHARTER HIGH SCHOOL

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

- A. 2023-24 Budget vs Actuals – Reviewed by J Lin and stands as submitted. Tap cards were discussed and it was requested that the cost of these be maximized to the extent possible.
- B. 2024-25 Draft Budget – J Lin reviewed draft budget and it stands as submitted. It was noted that the COLA gets locked down at the end of May. Additionally draft budget ADA projection was based upon current ADA count. Grant monies and expenses were also reviewed.
- C. 2024-25 IMA Budget – IMA budget was reviewed and discussed at length. Admin reported that departments who didn't submit budgets were budgeted at a 4 year spending average. Science and counselling averages were also questioned by the committee. The committee chose not to vote on IMA budget at this time pending the impact on the overall budget with the potential approval of an additional school psychologist.
- D. 2024-25 Textbook Budget -Textbook requests were reviewed and discussed. Discussion included conversations regarding digital textbooks vs. real textbooks for all students vs. classroom copies. Different teachers have different requests and there is not school standardization. There was a question regarding who oversees the depts and their requests. It was noted that a policy regarding textbooks is needed for future years (textbook cycles and digital vs hard copies and real order quotes to be provided with requests). A King reported that she has also begun tracking digital book subscriptions so that they don't lapse as has happened a couple of times. There is still a little flux with the requests as French 3 needs a new book at a cost of \$11K and Religious studies class book at a cost of approximately \$6900. There is also possible a couple of the original requests are not needed. Overall end text book cost is estimated at \$420K. R Rodman made a motion to approve \$420K for textbook purchases in 2024/2025 with a recommendation to the Board that there be more schoolwide guidance regarding textbooks vs. digital copies in future years. S Margiotta seconded R Rodman's motion with an amendment to clarify ESSR III and/or A-G grant monies be used. Motion passed unanimously with no abstentions.
- E. Additional School Psychologist FTE – M Monahan presented and reported that the school had an auditor come in to look at the Special Education Dept. and make recommendations. Although the final report is not yet available one major suggestion was the need for an additional school psychologist to assess students in order to potentially reallocate instruction aids for classroom support. She reported that assistants are primarily for behavior (safety) or health reasons. The additional psychologies would help with additional assessments to decrease 1:1 with students where appropriate. This will also help with Special Ed compliance. She reported that current staff are stretched and stressed.

R Rodman made a motion to approve the additional school psychologist funded via categorical programs with the caveat that overall the Special Ed Department be evaluated for additional cost savings as a result of this new position. D Gronich seconded the motion. Motion passed unanimously with no abstentions.

G. 2022-23 Independent Audit Report reviewed and stands as submitted.

S Margiotta made a motion to approve the 2022/2023 independent audit report as submitted. S Sherkhonov seconded the motion. Motion passed unanimously with no abstentions.

H.2022-23 Audit Corrective Action Plan was reviewed and discussed.

S Sherkhonov made a motion to approve the Corrective Action Plan for the 2022-23 Audit Report with caveat requesting follow-up on audit corrective action plan in June 2024. R Rodman seconded the motion. Motion passed unanimously with no abstentions.



# PALISADES CHARTER HIGH SCHOOL

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I. 2023-24 Audit Engagement Letter was reviewed and discussed. S Sherkhanov made a motion to approve 2023/2024 engagement letter from Christy White audit firm. S Margiotta seconded the motion. Motion passed unanimously with no absentions.

## V. OTHER:

Date of Next Regular Meeting: June 3, 2024. Time is TBD.

Meeting was adjourned at 5:49 pm.

# Coversheet

## Election Committee Update

**Section:** III. Board Committees (Stakeholder Board Level Committees)  
**Item:** C. Election Committee Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Election Committee Meeting Minutes 05\_23\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

MEETING MINUTES – ELECTION COMMITTEE  
THURSDAY, MAY 23, 2024  
3:00-3:30 PM, F106

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

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

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**I. PRELIMINARY:**

- A. Call to Order & Roll Call - D Pickard called the meeting to order at 3:06 pm. In attendance: D Pickard, S Margiotta, R King and S Berukhim. Guests: Ryan Jacob Levi.
- B. Public Comments – No public comments were made.

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

- A. The Revised Election Policies included in the meeting materials were reviewed and discussed. R King made a motion to approve the revised election policies as submitted. D Pickard seconded the motion. Motion passed unanimously with S Berukhim absent.

Subsequently, the minutes regarding this motion were reviewed. S Margiotta made a motion to approve the minutes as written. R King seconded this motion. Motion passed unanimously with S Berukhim absent.

Meeting was adjourned at 3:15 pm.



# Coversheet

## Academic Progress/School-Wide Goals Update

**Section:** V. Academic Excellence  
**Item:** A. Academic Progress/School-Wide Goals Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Academic Goals\_School Progress Presentation 06\_18\_2024.pdf

**PCHS**

**Academic**

**Progress**

**School Goals**

**2023-2024**





# Longterm Aspirational Goal

## Academic Achievement

### Schoolwide Goals



PCHS will focus on its educational program by reevaluating and updating existing courses and instructional practices to include innovative and relevant content. PCHS' curricular units will contain technology skills, life skills, and connections to college and career readiness. PCHS will refine its data system to track student progress toward college and career readiness.



# Goal Accomplishments

01

**Course Updates**



02

**Course Innovation**

03

**Assessment Data**

04

**Academic Intervention**



05

**A look ahead**



01

## Course Updates

Meeting the needs and future needs of students



# Pod Programs

Sarah Rosenthal and Tyler Farrell collaborated with Chris Lee and Monica Iannessa to revamp the ninth grade pods to include eleven pods.

These pods were designed to:

- Start Career Tech Education pathways,
- Computer/Tech high school requirement
- Complete a Visual and Performing Arts college requirement.



# Ten Pod Paths



## Art

This pod values color, light, and image making. Students use the artistic process as a framework to practice creativity, visual learning, confident decision making, perseverance, concentration, collaboration, and accountability!

## Computer Tech

Students develops programming skills, game design, exercises with engaging graphics, provides opportunities to focus on individual creativity, and will challenge students. Students focus on developing higher-level thinking skills, event driven programming, critical thinking, and problem solving.

## Culinary Arts

Culinary arts pod students understand the importance of food and food preparation skills, practice meal management and safety and sanitation, master food science principles, receive a California Food Handler card certification, and explore career opportunities in the field.





# Ten Pod Paths



## Digital Media

Graphic artists and web designers produce ideas and experiences with visual and textural content. The form of the communication can be physical (print) or screen-based (digital), and many include images, words, and graphic forms.

## Entrepreneurship

Student entrepreneurs participate in the development of a business by building a resume, learning about networking skills, and working on a business plan. Students enjoy the freedom and creativity of being an innovator.





# Ten Pod Paths

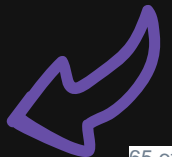


## Film

Students learn cinematography, screenwriting, and editing techniques to elevate their filmmaking knowledge and expertise. Through project-based learning, students will work collaboratively to produce a variety of short films. Students will be introduced to careers in the film and TV industry while practicing career readiness skills throughout the course.

## Law & Social Justice

Students analyze the factors that shape society, and relate it to current problems or events going on in the world. Our teachers encourage students to question and re-think the world inside and outside their classrooms and community, build a more equitable, multicultural society, and become politically active citizens.





# Ten Pod Paths



## Maker

Students invent, design, tinker and experiment with both traditional shop tools and cutting edge technologies, like a 3D printer, to bring their ideas to life.

## Music

Students develop writing skills by comparing and contrasting musical styles. They learn about musical genres and about the interesting people who contributed to music styles. Basic forms of music theory are incorporated into assignments, and students develop basic music nomenclature to compose! music.

## Performance

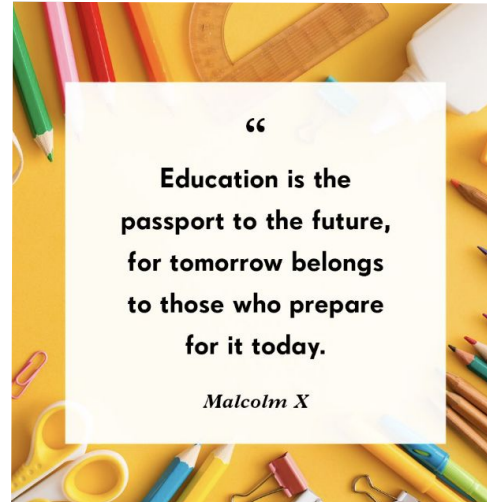
Students learn about the structure of stories, improvisation, and how to write and produce a performance piece. Students will never have to be scared to speak out in this pod!



# Course Renos

## ★ CTE Pathways

- Entrepreneurship Pod will now be an Introductory CTE Pathway for 2024-2025 School Year, thus expanding CTE opportunities for students
- Reintroduced Game Design 2 with CTE Certification for 2024-2025 School Year as a complete Capstone CTE Pathway
- Groundwork completed for Capstone Makerspace CTE Pathway for 2024-2025
- Met with LA Trade Tech to explore potential future Dual Enrollment/CTE partnerships



# Course **Renos**



- ★ AP Gov/Econ
- ★ Pali Period Structure and Lessons
- ★ Chemistry/Honors Chemistry
- ★ English 9 Interdisciplinary Projects with elective (to align with English 10 in the summer)
- ★ Study Skills and Study Seminar



02

Course

**Innovation**

meeting the needs and future needs  
of our students





# New Course Development



## Apex Curriculum

Virtual Academy  
Summer School  
Pali Academy  
Credit Recovery Program



## Ethnic Studies

Pilot 2024-2025



## Statistics and Probability

In-Person and Dual Enrollment





# New Course Development

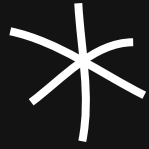


**AP African  
American  
Studies**



**12th Grade  
Creative  
Writing**





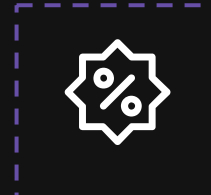
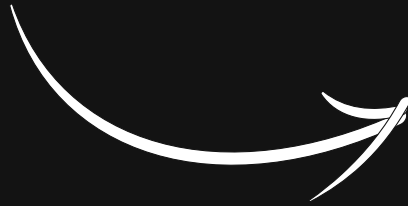
# **Expanded** Course Development



## **Increased UC/CSU Recognized Honors**

### **Courses:**

- World History
- Spanish
- Italian
- Wind Ensemble



## **Increased Section Offerings in:**

- Intro to Psychology
- AP Human Geography
- Yoga
- Study Skills







# New Dual Enrollment Courses



1. Statistics
2. College Mathematics for Liberal Arts



## College to Career Navigation



Powered by BoardOnTrack

### DUAL ENROLLMENT COLLEGE COURSE OPTIONS

#### SET YOURSELF APART

Take advantage of the **FREE asynchronous college courses** offered through West LA College. **Earn BOTH PCHS AND College Credit.** Get a **head start on college.** Come to the Counseling Office for more information

**01 American Sign Language**  
Great for ANY major and career  
Earns one year of World Language Credit

**02 Cinema**  
Great for Film majors & Film Industry  
Earns Visual and Performing Arts Credit

**03 Statistics**  
Great for Liberal Arts, Business, and Political Science Majors  
Must have completed Algebra 2  
Earns Math Credit

**04 Psychology**  
Great for Psychology, Business, and Law Majors  
Earns Elective Credit

**05 Real Estate**  
Needed to earn your real estate license  
Great for Real Estate & Business Majors  
Earns Tech Credit

**06 Work Experience**  
Must have a job or internship  
11th or 12th Grade Only  
Earns Elective Credit



# Inclusive Educational Practices

## Least Restrictive Environment(LRE)

IDEA: Legal requirement that ensures student with disabilities are placed in the least restrictive environment (general education) that meet their needs.

## Inclusion

Educational philosophy that values the full participation of all students in general education environment.

## Inclusive Education Practices

Re-envisioning philosophies and strategies for excellence in instruction, student-centered decision-making, new staffing models, and authentic collaboration.



# Climate Curriculum

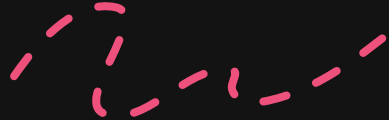
The screenshot shows a Google Drive document titled "Pali High Climate Curricula". The document content features a green background with a yellow sun in the top right and green leaves in the bottom left. The text "Climate Curricula" is prominently displayed in the center, with "Palisades Charter High School" below it. Navigation links for "Home" and "Resources" are visible in the top right of the document content. The Google Drive interface includes a trash icon on the left and navigation icons (back, forward, refresh, print) in the top right.



03

# Assessment Data

Meeting the needs and future needs  
of our students



# nwea

**Baseline**

**Data**

# PCHS Baseline Data

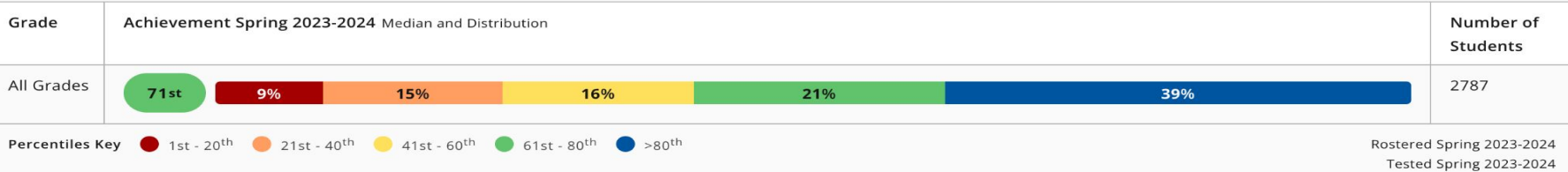


## Palisades Charter High School

School Profile

### Achievement Overview

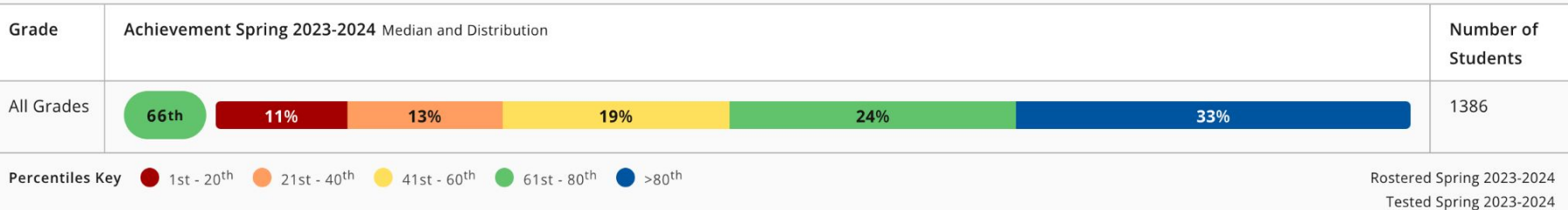
Palisades Charter High School | Math K-12



School Profile

### Achievement Overview

Palisades Charter High School | Science K-12



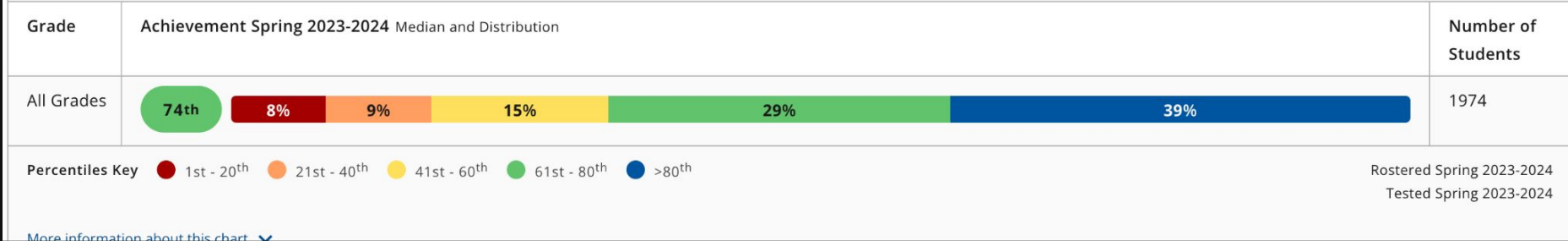
# PCHS Baseline Data



School Profile

## Achievement Overview

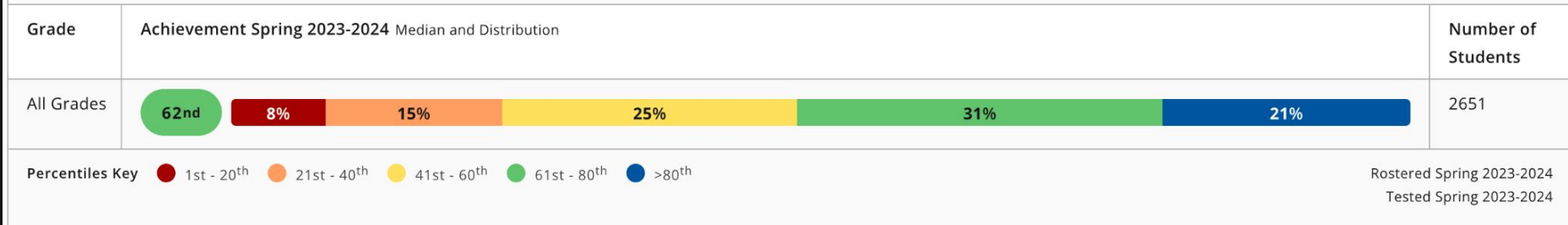
Palisades Charter High School | Language Usage



School Profile

## Achievement Overview

Palisades Charter High School | Reading

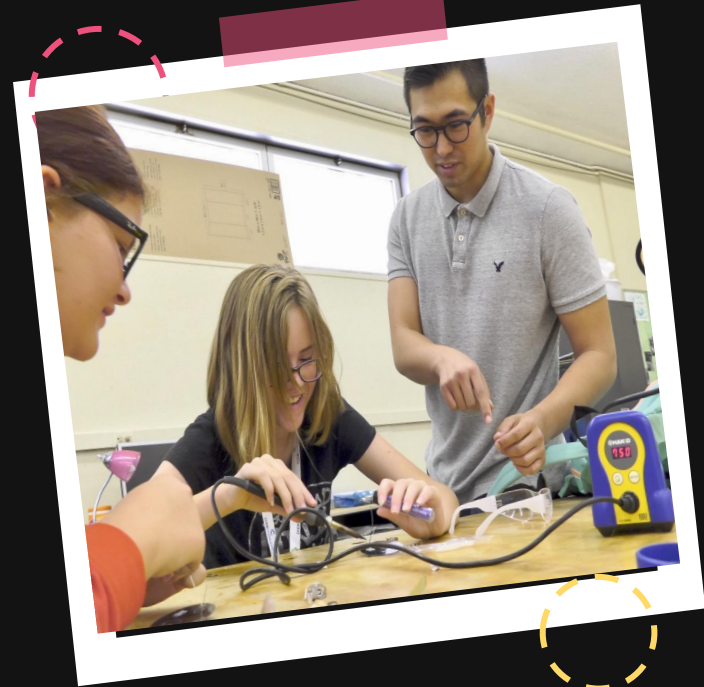




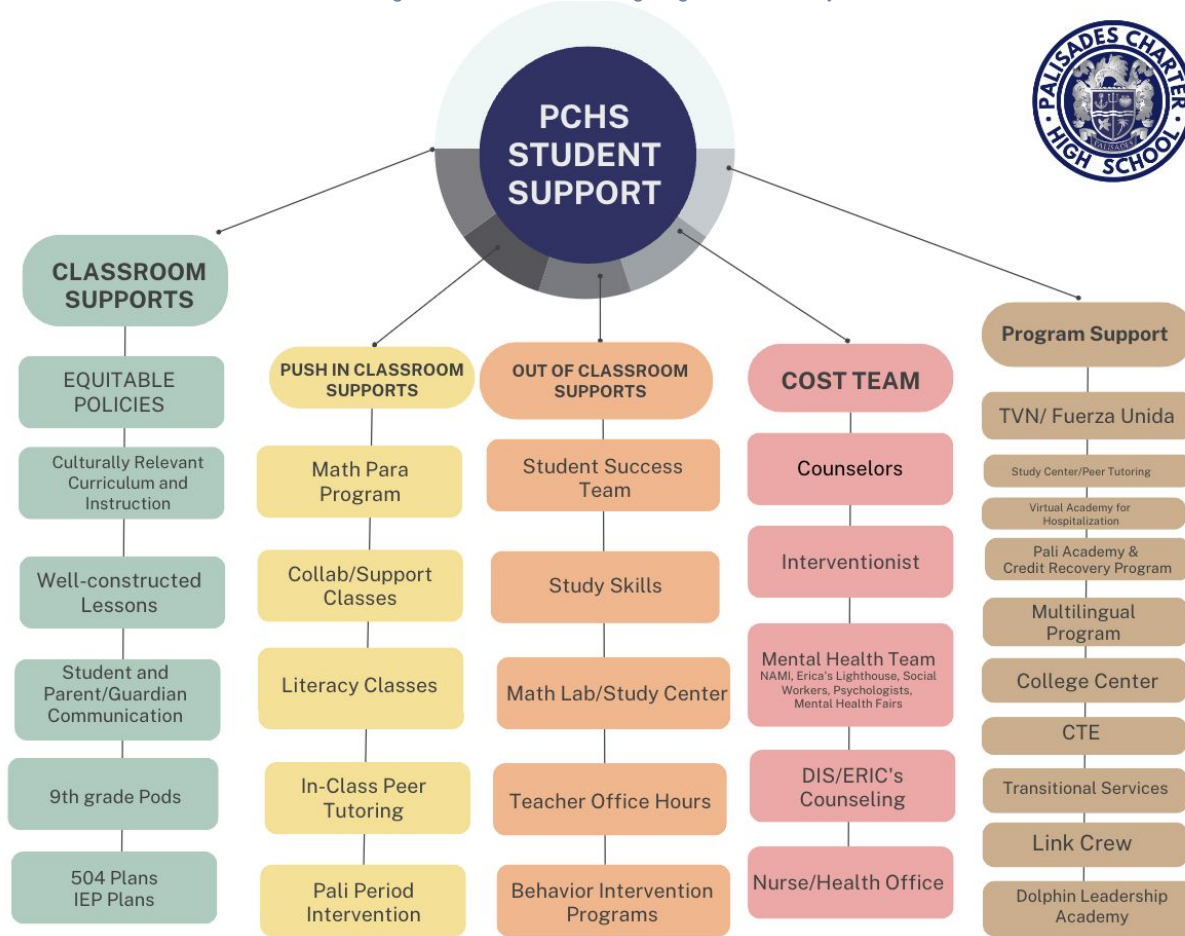
04

# Academic Intervention

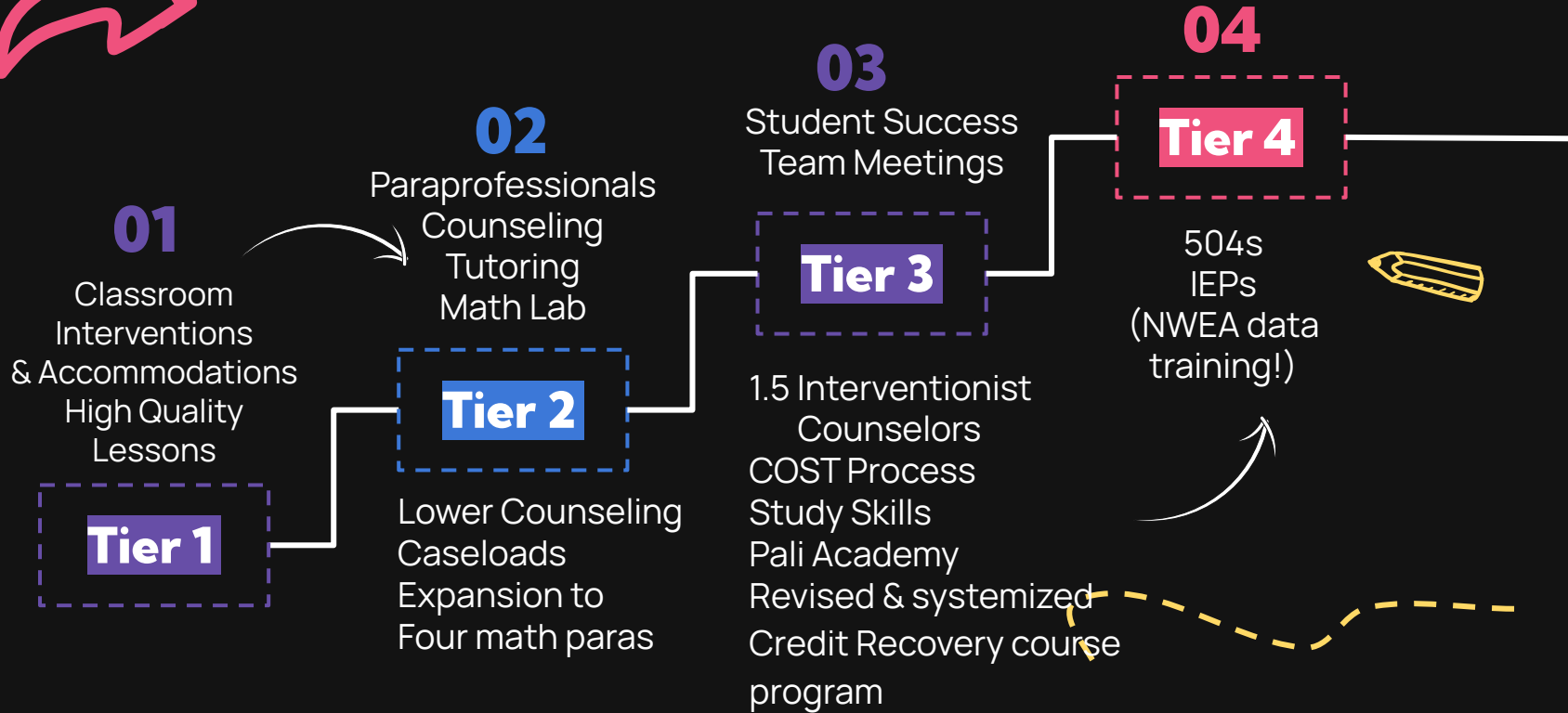
Meeting the needs and future needs  
of our students



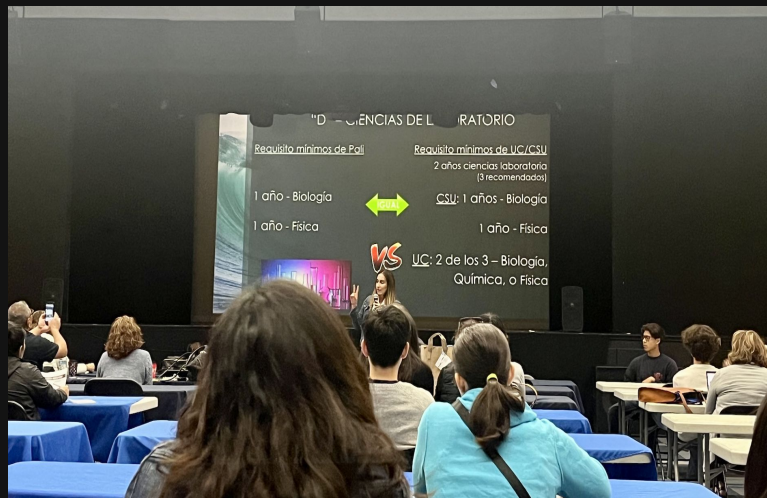




# Intervention process



# Closing the Opportunity Gap



# Closing the Opportunity Gap



## Trend Data\*

In 22/23 Latinx Significant gains from 21/22

CAASPP ELA (+7%)

CAASPP MATH (+5%)

23/24 Latinx A/B Pass Rate Gains:

Math (+5.5%)

23/24 African American A/B Pass Rate Gains:

World Language (+4.3%)

Science (+2.9%)

Social Science(+2.5%)

\*CAASPP 23/24 data reports will be ready  
July-Aug.





# Fuerza and TVN collaboration

Teacher Planning Time

2023/24 TVN and Fuerza Testing Rooms with Elders and Madrinas as proctors

N-Bomb Assembly





# Recommendations

African American students need targeted support in English and math.

Latino students need targeted support in World Language and science.

LCAP budget priorities should be directed to TVN and Fuerza to fund an action plan.



# Study Center Success



Service  
s

Community  
Service



Tutoring



Helper-Helper  
App

Community  
Service Hour  
Tracker and  
Service  
Opportunities

In class and  
out of class  
one-to-one

Increase of services

- Student tutors to target foundational Math and

Powered by BoardOnTracks 5 ses (24/25)












# The Road Ahead

Assessments	Curriculum	Professional Development	Intervention
<p>Performance Matters PLC Common Assessments</p>	<p>CTE Development Pathways and CTE Board Resources</p>	<p>PLC Reboot Performance Matters Platform</p>	<p>Targeted Development of Skills in Study Skills</p>
<p>Schoolwide Commitment to Creating a Testing Climate</p>	<p>Ethnic Studies Ethnic Studies Pathway</p>	<p>School Equity/ Inclusive Instructional Practices Grade Equity</p>	<p>Link Crew for 9th grade support</p>
<p>Refinement of Internal and State Assessment</p>	<p>Media and Financial Literacy</p>	<p>Designing Culturally Relevant Curriculum Design</p>	<p>TVN/Fuerza Action Plan for Academic</p>





# For the Board to consider...



How might PCHS amend its bell schedule, instructional minutes, and academic calendar to give students more course opportunities and academic support? How might we give teachers a consistent schedule for PLC time and Professional Development?

# Culture & Climate

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

**PCHS will foster and cultivate a community mindful of socioemotional wellness inside and outside of the classroom.**

# LEARN MORE Suspension Rate

All Students

State



Orange

2% suspended at least one day

Increased 0.4% ↗

### EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

## Behavior Summary

filter by date:

Date

Last

1

Select

No filters applied

Count of Resolutions

Calendar

23-24 PCHS

Count of Behavior Types

Behavior Type

All

Resolution

Suspension

Student Name

Caused, Attempted, o...

Caused Physical Injury

Possession of Controll...

Disruption, Defiance

Harassment or Intimi...

Poss, Use, Sale, or Fur...

Sexual Harassment

Bullying

Suspension

- 70 students suspended for the school year.
- 42 (physical altercations, 7 controlled substances)
- CA Dashboard is in the orange
- Implementing In School Suspension & Saturday School
- Keep students on campus
- Encourage better attendance
- Enrollment in Schoology Intervention Course
- Parent Conferences to increase Parental Involvement



▾ Course Options

Materials ▾

- Updates
- Gradebook
- Grade Setup
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning
- Albert
- Canva for Education
- Conferences
- Edpuzzle

## PCHS Intervention: 2023 -2024

Palisades Charter High School

Add Materials ▾ Options ▾

All Materials ▾

- > **Stand Against Vaping**
- > **Stand Against Bullying**
- > **Understanding Substance Abuse**
- > **Understanding Diversity & Inclusion**
- > **How Social Media Can Be Harmful**
- > **Education For Teens And Alcohol**
- > **Harassment and Intimidation**
- > **Managing Conflict**

# Parental Involvement and Outreach

## Parent Involvement through Union Clubs (TVN, Fuerza Unida)

- Saturday Meetings (in person, zoom)
- Seminars on SEL, Checking in on your child, Social Media usage, What are you kids doing or involved in after school?
- List of After School activities

## Pali Period

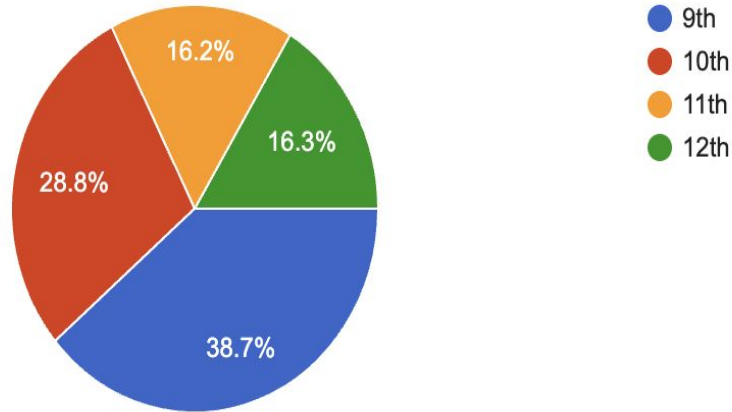
- Promoting mediation programs when conflict arises between students. Learning how to access help to mediate and address concerns

## Restorative Circle Practice/Ice breakers

- Schoolwide social skills building

## Grade

2,586 responses



### Teacher Referrals to the dean's office

- Out of 2,586 response (9th grade most referrals)
- Using data to reach out to teachers and support with setting class routine, classroom norms and practices and understand tier one intervention.

# 3 C's

## The 3Cs Reporting Process

The Consideration, Concern, Critical Concerns reporting process is being fully revised. Anonymous (if desired) fillable forms have been created and will be posted on the website. The Deans Office and ASB have promoted reporting options throughout the school year in morning announcements, newsletters, and Schoology posts. The reporting is the most widely accessed reporting tool. ASB included questions about how to improve the concern reporting process on their campus climate survey distributed in early May. Feedback will be incorporated into the 2024-2025 implementation.

# Cell Phone Policy

## Cell Phone Policy Version 1.0

- No cell phones, smartwatches, airpods, headphones between the hours of 8:30-3:46
- Phones will be confiscated - 1st offence 2 hours detention, student can pick up phone after school. 2nd offence 2 hours detention and only authorized person on contact list may pick up the phone during designated pick up hours.
- The school will not be responsible for loss, damage, or theft of any electronic device. Due to the number of incidents the school will be unable to investigate the loss.
- Exception for students who need device for health reasons that are supported by doctor's note and school nurse approval.



## Benefits of updated Cell Phone Policy

- reduced anxiety
- social engagement amongst students
- limit/reduce online bullying
- academic dishonesty (cheating)
- positive effects on student mental health
- increased physical activity during nutrition/lunch

# Coversheet

## FCMAT Special Education Report Executive Summary

**Section:** V. Academic Excellence  
**Item:** B. FCMAT Special Education Report Executive Summary  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** FCMAT Executive Summary.pdf

# **Fiscal Crisis & Management Assistance Team (FCMAT) Special Education Review June 17, 2024**

## **About FCMAT**

FCMAT's primary mission is to assist California's local TK-14 educational agencies to identify, prevent, and resolve financial, human resources and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices, support the training and development of chief business officials and help to create efficient organizational operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and inform instructional program decisions.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state superintendent of public instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the LEA to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

FCMAT was created by Assembly Bill 1200 in 1991 to assist LEAs to meet and sustain their financial obligations. AB 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. AB 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county offices of education and school districts to work together locally to improve fiscal procedures and accountability standards. AB 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, Senate Bill 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

On September 17, 2018 AB 1840 was signed into law. This legislation changed how fiscally insolvent districts are administered once an emergency appropriation has been made, shifting the former state-centric system to be more consistent with the principles of local control, and providing new responsibilities to FCMAT associated with the process.

Since 1992, FCMAT has been engaged to perform more than 1,400 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Michael H. Fine, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

# Introduction

## Background

Located in Los Angeles County, Palisades Charter High School is an independent charter school serving students from throughout the Los Angeles area. According to [DataQuest](#), the charter school enrolled a total of 2,959 students in grades 9-12 during the 2022-23 academic year. It is a member of the Los Angeles Unified School District Special Education Local Plan Area (SELPA), which is a regional service delivery model for special education. In 2022-23, 8.35% of the school's grade 9-12 students were identified as requiring special education, which is much lower than the statewide grade 9-12 charter school average of 13.20%.

In February 2024, the charter school and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for FCMAT to conduct a review of the school's special education program.

## Study and Report Guidelines

FCMAT visited the school on April 23 and 24, 2024 to interview administrators, special education teachers, related service providers, and special education instructional assistants. Following fieldwork, FCMAT reviewed and analyzed data and documents. This report is the result of those activities.

FCMAT's reports focus on systems and processes that may need improvement. Those that may be functioning well are generally not commented on in FCMAT's reports. In writing its reports, FCMAT uses the Associated Press Stylebook, a comprehensive guide to usage and accepted style that emphasizes conciseness and clarity. In addition, this guide emphasizes plain language, discourages the use of jargon and capitalizes relatively few terms.

## Study Team

The study team was composed of the following members:

Carolynne Beno, Ed.D., CFE Colleen Patterson, MBA, CMA  
FCMAT Intervention Specialist FCMAT Consultant

John Lotze  
FCMAT Technical Writer

Those members of this study team who are otherwise employed by a local educational agency (LEA) were not representing their respective employers but were working solely as independent contractors for FCMAT.

All team members reviewed the draft report to confirm accuracy and achieve consensus on the final recommendations.

## Executive Summary

### Continuum of Services

The school has a full continuum of special education options and services, enabling it to offer students a free appropriate public education (FAPE). It met all three targets that measure least

restrictive environment (LRE) on its most recent local level annual performance report, which is commendable.

To support the inclusion of students with disabilities, the school offers a collaborative teaching program in which a general education teacher and a special education teacher are paired and co-teach in a general education setting. This is an industry-standard best practice and improves students with disabilities' access to their typically developing peers and rigorous instruction given by a general education teacher using the general education curriculum. The school could strengthen its collaborative teaching program by providing training for general education and special education teachers in at least the different co-teaching models, how to co-plan and co-teach, and how to differentiate instruction and plan for the needs of all learners. In addition, training addressing how to build the school's master schedule to support collaborative teaching should be prioritized.

The school also has a pull-out program for students with disabilities who are working to meet general education standards. Academic pull-out courses parallel the school's general education academic courses but are self-contained, taught by a special education teacher, and serve only students with disabilities. Offering a separate academic course for students with disabilities who are working to meet general education standards is counter to the 2015 report on one system and causes students with disabilities to lose access to their typically developing peers and the academic rigor of a general education class setting. The school should develop a plan to reduce the number of pull-out academic courses offered and increase the number of general education classes that use collaborative teaching.

The school also offers pull-out study skills courses for students with disabilities. Staff reported a wide variability in how these courses are structured because there are no standards for these courses. The best practice is for study skills courses to focus on individualized instruction that addresses a student's individualized education program (IEP) goals; whole group instruction designed to build executive functions, self-advocacy, and study skills; and services to support a student's transition to adult living. The school should establish standards and curricula for its study skills courses.

### **Individualized Education Program Meetings**

The best practice is for schools to use a schoolwide calendar at the start of each school year to plan for IEP meetings. The school introduced a schoolwide IEP calendar this year, but it was not used to schedule meetings at the beginning of the school year. The school should expand use of its schoolwide IEP calendar to schedule as many annual and triennial IEP meetings as possible. This would help distribute the workload for all staff who perform assessments, write IEPs, and attend as the administrative designee. It would also ensure that a private space can be reserved for all IEP meetings. The school would benefit from training additional staff members to serve as administrative designees for IEP meetings. It is also best practice to use IEP meeting agendas to encourage compliance with the Individuals with Disabilities Education Act's (IDEA's) procedural requirements and to help ensure IEP meetings are conducted in a sequence that leads to the school making a defensible offer of a free and appropriate public education (FAPE). The school should develop meeting agendas, use them consistently, and train staff in their use.

### **Administrative and Teacher Staffing**

The school's special education administrative and support staffing is similar to that of comparable school districts and charter schools FCMAT surveyed. Schoolwide resource specialist

program (RSP) teacher staffing is slightly higher than the Education Code (EC) 56362(c) standard but is needed to support the school's inclusive model. The schoolwide mild-to-moderate special day class (SDC) caseload average is slightly higher than the industry-standard range, and its moderate-to-severe SDC caseload is slightly lower than the industry-standard range. The school should review its caseload projections and student needs for 2024-25 to determine whether it needs to adjust RSP or SDC teacher staffing.

### **Instructional Aide Staffing**

The school has 16 special education instructional assistants, almost all of whom provide 1-to-1 student support. The school does not assign any special education instructional assistants to support the RSP or SDC programs. The school should evaluate whether assigning special education instructional assistants to its RSP and SDC programs according to industry-standard staffing levels and adult-to-student ratios would allow it to provide better support for students.

Staff reported that the school does not use a special circumstances instructional aide (SCIA) assessment process to determine whether a student requires 1-to-1 support from a special education instructional assistant. Using an SCIA assessment is the best practice because it clarifies decision-making and procedures, and is in keeping with the fact that assigning 1-to-1 student support is a significant decision that should be based on a thorough, data-driven evaluation that includes consideration of all less restrictive alternatives.

The school should adopt an SCIA assessment process, train staff, and use it consistently to determine the need for 1-to-1 special education support.

### **Related Service Provider Staffing**

The school contracts with nonpublic agencies for its adapted physical education (APE) teacher, teacher of students who are deaf or hard of hearing, occupational therapist, physical therapist, and speech and language pathologist. This is appropriate because its students' needs do not require a full-time staff person in any of these areas.

The school has a 1.0 full-time equivalent (FTE) credentialed school nurse, which is 0.30 FTE less than the industry-standard staffing for credentialed school nurses. The school has been unable to recruit an additional credentialed school nurse. Thus, for the 2024-25 school year it added 20 days to its credentialed school nurse's contract and is currently recruiting for a health services assistant.

The school has 2.0 FTE school psychologists, which is 1.02 FTE less than the industry standard for school psychologists. Because the school should be using an SCIA assessment to determine the need for 1-to-1 student support and because this process is facilitated by the school psychologist, the school would benefit from increasing school psychologist staffing to align with industry standards. The school hired an additional 1.0 FTE school psychologist for 2024-25.

### **General Fund Contribution to Special Education**

The school's adjusted 2022-23 unrestricted general fund contribution to special education was \$2,010,771, or 37.34% of total special education costs. This figure is less than the last available 2021-22 statewide average of 64.3% as calculated by School Services of California.

*Fiscal Crisis and Management Assistance Team - Palisades Charter High School*

# Coversheet

## Independent Study Policy for Emergency Conditions

**Section:** V. Academic Excellence  
**Item:** C. Independent Study Policy for Emergency Conditions  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Independent Study Policy\_Emergency Conditions.pdf  
Board Motion IS Emergency Conditions 06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

Adopted/Ratified: June 18, 2024

## **INDEPENDENT STUDY POLICY FOR EMERGENCY CONDITIONS**

Palisades Charter High School (“Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as needed in the case of emergency conditions as described in Education Code Sections 46392 and 46393 (e.g. fire, flood, impassable roads, epidemic, earthquake, epidemic, war, imminent safety hazard determined by local law enforcement). The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board of Trustees (“Board”) for implementation at Charter School to offer independent study in the case of emergency conditions:

1. Independent study shall be offered to any pupil impacted by any of the emergency conditions set forth in Education Code Section 46392 and 46393 within ten (10) days of the first day of a school closure or material decrease in attendance.
2. In the event of emergency conditions set forth in Education Code Section 46392 and 46393, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, pupils who are individuals with exceptional needs shall receive the services identified in their IEP for emergency conditions and may participate in an independent study program pursuant to this policy.
3. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.
4. The Executive Director/Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete four (4) in any course in which the pupil is enrolled.
  - b. In the event a student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).





# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. As a high school, this shall include access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria
6. The Charter School has adopted tiered reengagement strategies\* for the following pupils:
  - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar;
  - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
  - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil’s written agreement, and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

7. For pupils in grades 9-12, inclusive, the Charter School at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.\*
8. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.\*
9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
  - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
  - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
  - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the



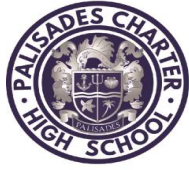
# PALISADES CHARTER HIGH SCHOOL

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pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
    - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
10. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
  11. The Executive Director/Principal may establish regulations to implement these policies in accordance with the law.

*\*The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils who families wish to return to in-person instruction (paragraphs 6-8, above) shall not apply to independent study offered due to school closure or material decrease in attendance for 15 scho*



**PALISADES**  
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**EXECUTIVE DIRECTOR/PRINCIPAL**

**AGENDA ITEM: SCHOOL ACCOUNTABILITY REPORT CARD**

**June 18, 2024**

**TOPIC/ AGENDA ITEM:**

V. Academic Excellence

C. Independent Study Policy for Emergency Conditions

**ISSUES INVOLVED/FISCAL IMPLICATIONS:**

Palisades Charter High School (“Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as needed in the case of emergency conditions as described in Education Code Sections 46392 and 46393 (e.g. fire, flood, impassable roads, epidemic, earthquake, epidemic, war, imminent safety hazard determined by local law enforcement). The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

**IMPACT ON SCHOOL MISSION, VISION OR GOALS:**

This policy supports the school in meeting its mission of providing uninterrupted instruction for all students during emergency conditions.

**EXECUTIVE DIRECTOR/PRINCIPAL’S RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Independent Study Policy for Emergency Conditions.

**RECOMMENDED MOTION:**

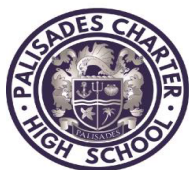
Motion to approve the Independent Study Policy for Emergency Conditions.

Pamela Magee  
Executive Director/Principal

# Coversheet

## PCHS Grading Policy

**Section:** V. Academic Excellence  
**Item:** E. PCHS Grading Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** PCHS Schoolwide Grading Policy 05\_2024.pdf  
Board Motion Updated Schoolwide Grading Policy 06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **PCHS SCHOOLWIDE GRADING POLICY (Proposed Board Vote June 18, 2024)**

At Palisades Charter High School, we are dedicated to creating an environment that enables and encourages every student to excel. Our grading policy is designed to provide a fair, consistent, and comprehensive evaluation of students' mastery of course content, supporting continuous learning and improvement. By implementing this policy, we affirm our commitment to academic excellence and the holistic development of our students for their future roles in society.

The following grade policy shall apply to all courses and teachers. Anything not delineated here will be left to the department and PLC grade policies.

### **Grade Distribution:**

- A 100-90
- B 89.99-80
- C 79.99-70
- D 69.99-60
- F 59.99-0

*With the exception of Social Sciences which has its own scale.*

### **Rounding:**

Is determined at the PLC level.

### **Late work and Zero Practices:**

Teachers will accept late work and/or will give partial credit for missing grades. Partial credit (30%+) will be given if late work is not accepted. Specifics will be addressed by teachers in their policies and syllabi.

### **Extra-Credit:**

- Left to the discretion of PLC with the following caveats:
  - Must be content-based.
  - Cannot require money or purchases.

### **Retakes and revisions of assessments**

Will be aligned at the PLC level.

### **Categories and Weighting**

Will vary by PLC and/or department and will be clarified in the syllabi.

The weighting should be designed to have a grade reflect knowledge, skills, and performance.

Categories will be explained in PLC, department policies, and syllabi.

For point-based classes, the points should closely align with department weights.

### **Make-up work**

Make-up work timelines must follow the California Education Code, which allows reasonable time for make-up for excused absences and school activities. Reasonable time shall be defined as a minimum of a class period for each missed class period to make-up work for full credit. Alternate assignments or versions may be given.

**All teachers will delineate in their syllabus each category below and they will align with the PLC, department, and schoolwide policies.**

- **Category weights**
- **Rounding**
- **Extra-credit**
- **Retakes**
- **Late and make-up work**

### **Other:**

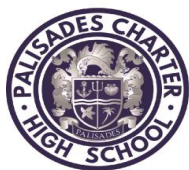
Students must be notified of assignments in class at least one class period before they are due.

### **PCHS Grade Change process:**

A teacher wishing to make a grade change will submit a completed and signed Change of Final Mark form, which is available in the Counseling Office and returned to the Registrar who makes the grade change.

In the event of a grade change due to a grade being overturned by the PCHS Board of Trustees Grade Appeal Committee, the Assistant Principal for Guidance and Counseling notifies the teacher of the committee's decision. A Change of Final Mark form is submitted to the Counseling Office for the school Registrar to make the grade change.

In both instances, the Change of Final Mark Form is signed by the teacher and placed in the student's counseling file. The Counseling Office will provide the teacher with a copy of the final transcript following the grade change for verification.



# PALISADES CHARTER HIGH SCHOOL

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## **EXECUTIVE DIRECTOR/PRINCIPAL**

### **AGENDA ITEM: SCHOOL ACCOUNTABILITY REPORT CARD**

**June 18, 2024**

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

V. Academic Excellence

E. PCHS Grading Policy

#### **ISSUES INVOLVED/FISCAL IMPLICATIONS:**

At Palisades Charter High School, we are dedicated to creating an environment that enables and encourages every student to excel. Our grading policy is designed to provide a fair, consistent, and comprehensive evaluation of students' mastery of course content, supporting continuous learning and improvement. By implementing this policy, we affirm our commitment to academic excellence and the holistic development of our students for their future roles in society.

#### **IMPACT ON SCHOOL MISSION, VISION OR GOALS:**

This policy supports the schools vision and mission of providing fair, consistent, and comprehensive evaluation of academic performance to all students.

#### **EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Updated PCHS Schoolwide Grading Policy.

#### **RECOMMENDED MOTION:**

Motion to approve the Updated PCHS Schoolwide Grading Policy.

Pamela Magee  
Executive Director/Principal



# Coversheet

## Revised Grade Appeal Policy

**Section:** V. Academic Excellence  
**Item:** F. Revised Grade Appeal Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** PCHS Grade Appeal Policy .pdf  
Request for a Review of Grade.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **PALISADES CHARTER HIGH SCHOOL**

### **BOARD POLICY & PROCEDURES CONCERNING STUDENT GRADE APPEALS**

**DRAFT**

#### **BOARD DESIGNATION OF GRADE APPEAL COMMITTEE**

The Board of Directors ("Board") of Palisades Charter High School ("PCHS") authorizes the Executive Director/Principal to establish a Grade Appeal Committee ("GAC" or "Committee") on an annual basis. Such Committee shall consist of one (1) faculty member, one (1) classified employee or administrative member, and one (1) community member. The community member shall be advised and shall attest to not disclose to any third party any confidential pupil record information obtained in the grade appeal process.

#### **PURPOSE OF COMMITTEE**

The purpose of the GAC is to review and decide upon grade appeals which may be filed by a student and/or parent/guardian concerning a semester grade. This Policy shall adhere to Education Code section 49066.

#### **TEACHER DETERMINATION OF GRADE**

The grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of demonstrable grounds as defined below, shall be final. Disagreement with the teacher's instructional methods, course curriculum, or the philosophy of a teacher's grading criteria is not a basis for changing a grade.

#### **GROUND FOR GRADE APPEALS**

Any student and/or parent/guardian filing a grade appeal may do so only upon the following grounds as defined herein:

1. Mistake
2. Fraud
3. Bad Faith, includes Violation of PCHS Grading Policy
4. Incompetency



# PALISADES CHARTER HIGH SCHOOL

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## **WHEN A TEACHER DECIDES TO CHANGE A GRADE**

If at any time, the teacher agrees to change a grade under review, the teacher shall notify the parent/guardian in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent/guardian's written request.

## **GRADES FOR WORK HABITS/COOPERATION NOT APPEALABLE**

Grades for Work Habits and Cooperation shall not be deemed grades for purposes of this Policy. Concerns regarding grades for Work Habits and Cooperation may be directed to the teacher or the Director of Academic Planning and Guidance Services. All decisions regarding Work Habits and Cooperation grades at the school site level shall be final.

## **GRADE APPEAL COMMITTEE PROCESS**

### **STEP 1: Attempt to Resolve Issue with the Teacher Directly**

Before requesting a review of a grade or filing an appeal, the student and/or parent/guardian shall first attempt to resolve the issue with the teacher directly. This request by the student and/or parent/guardian shall include a written request to the teacher and the grounds therefore within the first 10 days of the subsequent semester, and the teacher shall respond in writing to the request within five (5) school days. If the teacher does not approve of a grade change, the teacher will submit a written explanation to the student and/or parent/guardian. Evidence of such efforts will be requested by the GAC in reviewing any grade appeals.

### **STEP 2: Formal Filing of Grade Appeal**

In the event a student and/or parent/guardian wishes to file a formal final grade appeal, such appeal, [along with all supporting documentation](#), must be filed within thirty (30) school days from the date the semester grade was issued. Such appeal shall be initiated by the student and/or parent/guardian completing the PCHS Grade Appeal Form by the deadline.

The written grade appeal shall specifically allege how the teacher's semester grade reflects Mistake, Fraud, Bad Faith, which includes violation of PCHS Grading Policy, or Incompetency. Along with the appeal, the student and/or parent/guardian shall provide a copy of the initial written request to the teacher, and the teacher's response denying the grade change. The student and/or parent/guardian should also attach all relevant documentation including, but not limited to, email communications, assignments, grade data, course syllabus, and or School Policies. The student and/or parent/guardian and teacher shall have the right to submit or present relevant documentation as part of the appeal.



# PALISADES CHARTER HIGH SCHOOL

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## STEP 3: PCHS Designated Administrator Review & Teacher Notification of Filed Appeal

Within fifteen (15) school days from the date the appeal has been filed, a PCHS designated administrator shall review the matter and communicate to the student and/or parent/guardian and teacher [the](#) recommended course of action. The PCHS designated administrator will inform Department Administrators of pending grade appeals.

## STEP 4: Request for Hearing

If the matter is not resolved at Step 3 to the satisfaction of the student and/or parent/guardian, the student and/or parent/guardian may request the matter be formally reviewed by the GAC. A request for the GAC to review a grade appeal must be made by the student and/or parent/guardian filing the request with the PCHS designated administrator within five (5) school days from the date of issuance of the PCHS designated administrator's recommended action. Failure to file a timely request will be deemed a withdrawal of the grade appeal.

Within twenty (20) school days from the date of receipt of a request for hearing (unless impracticable or a different timeline is agreed to by the parties), the PCHS designated administrator shall be responsible for coordinating and scheduling any hearing before the GAC.

## STEP 5: Hearing Process

At least three (3) school days prior to the hearing date, the PCHS designated administrator shall ensure all members of the GAC [shall \(delete\)](#) receive all relevant documents submitted by the parties and any other relevant forms/documents to effectively facilitate the process.

Following the meeting, the GAC may request any additional information in order to reach a decision. It is at this time that a representative from the administration will present whether a Mistake, Fraud, Bad Faith, including Violation of PCHS Grading Policy, and/or Incompetence is relevant to this appeal.

At the hearing, each party shall be provided up to fifteen (15) minutes to make a presentation to the GAC and to provide any additional relevant documents. The PCHS designated administrator shall be present to answer questions, as well. During the meeting, the GAC may ask both parties clarifying questions. The parties are to direct all information and presentations to the GAC. The two parties will not interact with each other.

## STEP 6: Notice of Outcome of Hearing

Within ten (10) school days from the date of the hearing, the GAC will reach a decision on the grade appeal. Should the GAC need more time to reach a decision, the PCHS designated administrator shall inform the parties. Once the GAC does reach a decision, the PCHS designated administrator shall inform the parties of the GAC decision, which shall be final.



# PALISADES CHARTER HIGH SCHOOL

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## STEP 7: Board Report

Grade Appeal data and redacted administrative, investigative, grade appeal reports will be presented to the Board in a Grade Appeals Report [to the Board \(delete\)](#) once a semester. This report may include a brief Executive Summary highlighting patterns, concerns, and recommendations for future action involving grading and teaching practices.

Adopted:

**[DATE]**

Reviewed 5/2024



# PALISADES CHARTER HIGH SCHOOL

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## Palisades Charter High School Request for Review of Grade

**According to California Education code 49066:**

“the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.”

**Further, the UTLA Collective Bargaining Agreement states:**

Article XXV – Academic Freedom and Responsibility 3.0 Determination of Grades: The grade to be given to any individual student shall be determined in the good faith professional judgment of the teacher and shall not be changed by the District except in situations of clerical or mechanical mistake, fraud, bad faith, incompetency, or failure to comply with the then-current District grading policies, procedures and criteria adopted in accordance with Education Code Sections 49066 and 49067. A grade shall not be changed for any of the above reasons unless the responsible teacher has, to the extent practical, (a) been given prior notice and an opportunity to explain, verbally and/or in writing, the reasons for which the grade was given; and (b) been included in discussions relating to the change of grade.

Disagreement with the teacher’s instructional methods, course curriculum, or the philosophy of a teacher’s grading criteria is not a basis for changing a grade.

If you do not attend your scheduled grade appeal hearing, the Grade Appeal committee will go forward with the appeal proceedings. The committee’s decision is final.

**Before requesting a Review of Grade the student and/or parent must first attempt to resolve the issue with the teacher directly, by phone or by email. Describe the attempts made below and the result of these attempts:**

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Requests for a Review of Grade, along with all supporting documentation, must be submitted within the first 30 school days of the semester following the one in which the grade was assigned.

Name of student: \_\_\_\_\_ Date of request: \_\_\_\_\_  
Year of student (circle): 9 10 11 12 Phone or email of student: \_\_\_\_\_  
Name of parent/guardian: \_\_\_\_\_ Phone or email: \_\_\_\_\_  
Title of Course: \_\_\_\_\_ Period \_\_\_\_\_ Teacher: \_\_\_\_\_  
Grade received: \_\_\_\_\_ Grade expected: \_\_\_\_\_

Basis for request of grade change (Mark one or more):

Mistake  Fraud  Bad Faith  Incompetency  Violation of PCHS Grading Policy

Describe the specific objective facts that support your request for a grade change. Attach any documentation and explain how these documents support your request. Use separate paper if necessary.



# PALISADES CHARTER HIGH SCHOOL

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Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Grade Appeal Process

After a student or parent/Guardian meeting with the teacher regarding a grade, if the teacher agrees that there is a reason to change the grade, the teacher must obtain a Change of Mark form from the Counseling Office, complete it and have it approved, and correct the official gradebook on file.

If an agreement cannot be made, the student and parent/guardian can complete the Request for Review of Grade form available online at <http://www.palihigh.org/counseling.aspx> or in the Counseling Office. Completed forms, along with all supporting documentation, must be submitted to the Director of Academic Planning and Guidance Services within the first 30 school days of the semester following the one in which the disputed grade is assigned. Incomplete or late forms will not be eligible for review.

The Director of Academic Planning will contact the teacher and provide the evidence submitted with the Request for Review of Grade form. If the teacher agrees a change should be made they follow the steps above. If they disagree that a change should be made the Director of Academic Planning contacts the student or parent/guardian using the information provided on the Request for Review of Grade form.

If the student/parent/guardian wishes to proceed with an appeal before the Board of Trustees Grade Appeal Committee (GAC), the Director of Academic Planning will arrange a date for the student and/or representative to present their evidence to the committee. They will have up to 15 minutes to do so. The teacher is then given up to 15 minutes to respond with their justification of the grade. The committee members may pose questions to those present and then will excuse presenters so that they may deliberate. A decision will be made in up to 10 weekdays.

The following are some clarifications of the legal language used by the committee in making their decision:

**Clerical mistake** is defined as a mistake in writing or copying by the writer (i.e. the teacher miswrote the grade when transferring a grade from the test page to her grade book). Mechanical mistake is defined as a mistake having relation to, or produced or accomplished by, the use of mechanism or machinery (i.e. if there is a computer generated grade calculation and the algorithm or inaccurate data entry caused an incorrect calculation).



# PALISADES CHARTER HIGH SCHOOL

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**Fraud** is defined here as some deceitful practice or willful device, resorted to with intent to deprive another of his/her right, or in some manner to do him an injury. It must be intentional. Fraud includes all acts, omissions, and concealments which involve a breach of legal or equitable duty, trust, or confidence justly reposed, and are injurious to or takes advantage of another.

**Bad faith** is defined as implying or involving fraud, or a design to mislead or deceive another, or a neglect or refusal to fulfill some duty or some contractual obligation, not prompted by an honest mistake as to one's rights or duties, but by some interested or sinister motive. Here, the bad faith must be in connection with the assignment of the grade.

**Incompetency** is defined as not properly or well qualified or capable and must be supported by evidence of specific acts (i.e. a teacher who had lost control of classroom discipline, provided inadequate instruction, and failed to correct his faults was considered incompetent). (Perez v. Comm'n on Prof'l Competence (1983) 149 Cal. App. 3d 1167, 1175). A teacher impaired by illness or medication when determining the grade or if the grade was determined by an unqualified assistant may be grounds for incompetency.

**Violation of PCHS Grading Policy** is a specific action in determining the grade that is in direct odds to a Board-approved PCHS grading policy.

Decisions will be mailed by certified mail to the address on file for the student or alternate provided at the time of the appeal committee meeting. Decision of the Board Grade Appeal Committee are final.

Questions regarding this process should be directed to the Director of Academic Planning and Guidance Services in the Counseling Office.

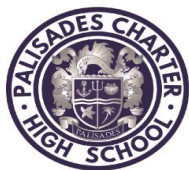
Revised 05/2024



# Coversheet

## PCHS Artificial Intelligence Policy

**Section:** V. Academic Excellence  
**Item:** G. PCHS Artificial Intelligence Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** PCHS Artificial Intelligence Policy.pdf  
Board Motion AI Policy 06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

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## **PCHS ARTIFICIAL INTELLIGENCE POLICY (First Review – May 15, 2024; Proposed Board Vote June 18, 2024)**

### **PCHS guidelines and protocols for the use of Artificial Intelligence (AI):**

- Students are NOT permitted to access AI for assistance with assignments or research unless done under the guidance and approval of a PCHS staff member. Unpermitted use of AI may lead to penalties for academic misconduct. Inappropriate use may also result in disciplinary action and/or legal action in accordance with the law and Board Policies.
- Any use of AI in the classroom or on class assignments must align with the teacher's instructions and use expectations.
- Any student's use of AI on schoolwork must be cited to as any other source and may not be submitted as the student's original work.
- Students should NOT rely on AI tools as a fact-checker to confirm their work or research as AI may not always provide accurate or up-to-date information.
- Students are prohibited from using any AI system to access, create, or display harmful, deceptive, or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs or interact with the AI in a manner that supports any of the above.
- Students shall not share confidential information or personally identifiable information with an open AI system of themselves, another student, staff member, or other person. Personally identifiable information includes, but is not limited to, a person's name, address, email address, telephone number, Social Security number, or other personally identifiable information.

### **Definition of Artificial Intelligence**

Artificial Intelligence (AI) is a system of machine learning that can perform complex and original tasks such as problem-solving, learning, reasoning, understanding natural language, and recognizing patterns in data. AI is becoming more prevalent in our daily lives and is being integrated in a variety of technical applications. Palisades Charter High School (PCHS) recognizes that the use of AI can enhance student learning experiences and be a resource for staff and teachers. PCHS authorizes the ethical and legal use of AI as a tool to support and expand classroom instruction, increase learning opportunities, and as a general tool for staff and teachers subject to limitations listed within this policy and any other applicable Board Policies.

### **PCHS Statement on Artificial Intelligence (source: FBI)**

PCHS recognizes that AI is becoming more prevalent in our daily lives and is being integrated in a variety of technical applications. Additionally, Palisades Charter High School (PCHS) recognizes that the use of AI can enhance student learning experiences and be a resource for staff and teachers. PCHS believes that teachers and other staff must “be in the loop” whenever AI is applied to notice patterns and automate educational processes. Therefore, PCHS authorizes the ethical and legal use of AI with careful supervision as a tool to support and expand classroom instruction, increase learning opportunities, and as

a general tool for staff and teachers subject to limitations listed within this policy and any other applicable Board Policies.

### Use of Artificial Intelligence

Artificial Intelligence (AI) has become increasingly prevalent in many areas, including education. When used appropriately, AI can enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encouraging independent research, curiosity, critical thinking, and problem-solving. AI has the potential to serve as a supplemental tool to support and expand classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities.

**Using generative artificial intelligence (AI) to create original and authentic student-generated work is considered plagiarism and is strictly prohibited**, as it breaches the school's acceptable use policy.

Generative AI uses computer algorithms to generate content that simulates human writing styles. Despite its potential academic creative benefits, using generative AI to plagiarize, even from a computer program, is deemed unethical and can lead to academic penalties in line with the Palisades Charter High School Academic Integrity Policy.

If AI is approved by the teacher to be used as a tool for research, then proper MLA quotations and citing must be used to identify the source of the material.



The US Department of Education has called upon educational decision-makers, researchers, and evaluation technology based not only on outcomes, but also based on the degree to which the models at the heart of the AI tools and systems align to a shared vision for teaching and learning. The figure on the left describes the important qualities of AI models for educational leaders to consider.

Source: FBI



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**EXECUTIVE DIRECTOR/PRINCIPAL**

**AGENDA ITEM: SCHOOL ACCOUNTABILITY REPORT CARD**  
**June 18, 2024**

**TOPIC/ AGENDA ITEM:**

V. Academic Excellence

G. PCHS Artificial Intelligence Policy

**ISSUES INVOLVED/FISCAL IMPLICATIONS:**

Artificial Intelligence (AI) is a system of machine learning that can perform complex and original tasks such as problem-solving, learning, reasoning, understanding natural language, and recognizing patterns in data. AI is becoming more prevalent in our daily lives and is being integrated in a variety of technical applications. Palisades Charter High School (PCHS) recognizes that the use of AI can enhance student learning experiences and be a resource for staff and teachers. PCHS authorizes the ethical and legal use of AI as a tool to support and expand classroom instruction, increase learning opportunities, and as a general tool for staff and teachers subject to limitations listed within this policy and any other applicable Board Policies. This policy establishes PCHS guidelines and protocols for the use of AI.

**IMPACT ON SCHOOL MISSION, VISION OR GOALS:**

This policy supports the school in meeting its mission of providing uninterrupted instruction for all students during emergency conditions.

**EXECUTIVE DIRECTOR/PRINCIPAL'S RECOMMENDATION:**

It is recommended that the Board of Trustees approve the PCHS Artificial Intelligence Policy

**RECOMMENDED MOTION:**

Motion to approve the PCHS Artificial Intelligence Policy.

Pamela Magee  
Executive Director/Principal

# Coversheet

## Revised Board of Trustees Election Policy

**Section:** VI. Governance  
**Item:** A. Revised Board of Trustees Election Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board of Trustees Election Policies 05\_23\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

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## Board of Trustees Election Policies

Revised May 2024

### RESPONSIBILITIES OF ELECTION COMMITTEE

- The Election Committee is responsible for drafting voting guidelines with Board approval per the PCHS Charter. The committee will be guided by the intention to ensure the election is fair and represents the desires of the electorate. The committee will follow the Charter guidelines for elections and for filling appropriate seats each election. The committee provides transparent communication in elections.

### BOARD TRUSTEE ELIGIBILITY

- The Election Committee will verify the eligibility of candidates for all seats and verify that they are running for the proper Trustee category. Specific information about eligibility for each seat is in the Board's bylaws.
- The Election Committee will use PCHS internal staff to verify if candidates are non-interested as outlined in the Charter as applicable.

### VOTER QUALIFICATIONS

- Parental voting will be one vote per legal guardian of a PCHS student (one vote per parent/guardian, not per child) in Board elections.
- Parents register to vote in Board elections just one time if software permits. Optimally, parent voter registration should be combined with the student's registration at PCHS. To ensure voter eligibility, PCHS Election Committee will use internal PCHS staff to verify that a parent has a student who is actively enrolled at PCHS.
- The committee will ensure employee voting is as inclusive as possible by verifying employee classifications regarding certificated, classified and administrative/management employees with Human Resources.



# PALISADES CHARTER HIGH SCHOOL

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## ELECTION PROCESS & PROCEDURES

- The window for accepting applicants will open 2 weeks prior to ASB elections to allow possible extended application deadlines/candidate vetting. The election will run concurrently with ASB elections to help ensure student engagement.
- If there is not an applicant for 1 open Board of Trustees seat, the election will proceed as scheduled and a Special Election will be held to fill the empty seat. If there are not applicants for 2 or more Board of Trustees seats at the application deadline, the application deadline will be extended for all open Board of Trustees positions using a timeline determined by the Election Committee.
- The Election Committee will create an informational document to explain Board Trustee roles and responsibilities for both candidates and for voters to be sent out prior to elections.
- Electronic balloting will be used for all elections.
- The Election Committee will ensure that accessibility is provided for voters who may not have access to a computer and/or internet. The Election Committee will email all school employees eligible to vote regarding upcoming elections and information about voting processes. The Human Resources Assistant or other designee may facilitate the voting process as needed for these individuals.
- Each constituent group (parent, student, faculty, administrative/management) will have a 25% weighted vote in the PCHS Community Board of Trustees election.
- Use of PCHS personnel time and the PCHS campus to advocate for a candidate is prohibited during school hours. In addition, school resources, or school email accounts may not be used by any entity to endorse any candidate.
- The use of PCHS parent organizations or groups to endorse or advocate for any candidate is prohibited.
- Election improprieties are investigated by the committee with a recommended resolution made to the Board of Trustees.

## ELECTION RESULTS:

- The Board can decline to certify an election if a candidate has violated election laws or PCHS policies.



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

- Abstentions will not be counted (per Robert's Rules).
- If no candidate receives 50% plus 1 of the votes, runoff elections will be held for the two candidates with highest number of votes.
- Election results will be announced as follows:
  - At an Election Committee meeting
  - Posted on the website.
  - Posted physically on campus within 24 hours of the Election Committee meeting announcement.

## FORMAL COMPLAINT AND RESOLUTION PROCESS:

Complaints will go to the Election Committee Chair. A written complaint must be made within two weeks of the publication of election results. Complaints not made within the two-week time frame will not be considered by the Election Committee. In the event the complainant does not find the resolution through the Election Committee, the complainant can appeal to the PCHS Board of Trustees.



# Coversheet

## LAUSD Charter School Division - Palisades Charter High Annual Performance-Based Oversight Visit Report 2023-2024

**Section:** VI. Governance  
**Item:** B. LAUSD Charter School Division - Palisades Charter High Annual  
Performance-Based Oversight Visit Report 2023-2024  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
PALIHS 8798 - Annual Performance-Based Oversight Visit Report 2023-2024.pdf



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

**PALISADES CHARTER HIGH (LOC. CODE 8798)**

Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<b>Charter School Name:</b>	<b>Palisades Charter High</b>			<b>Location Code:</b>	<b>8798</b>
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
15777 Bowdoin Street 777 Temescal Canyon Rd.	Pacific Palisades Pacific Palisades	90272 90272	310-230-6623	310-454-6076	
<b>Current Term of Charter<sup>1</sup>:</b>	<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2020 to June 30, 2028	4		West		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>43 below capacity</b>	
2,957	3,000				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>1.4% below capacity</b>	
9-12	9-12				
<b>Norm Enrollment Number:</b>	2994				
<b>Total Number of Staff Members:</b>	241	<b>Certificated:</b>	171	<b>Classified:</b>	70
<b>Charter School's Leadership Team Members:</b>	Pam Magee (Executive Director), Juan Pablo Herrera (Chief Business Officer), Martha Monahan (Director of Human Resources), Monica Iannessa (AP), Chris Lee (AP), Adam Licea (AP), Tammie Wilson (AP/Director of Student Services), Tyler Farrell (CTE Coordinator)				
<b>Charter School's Contact for Special Education:</b>	Tammie Wilson	<b>SELPA &amp; Option:</b>		LAUSD, Option 3	
<b>CSD Assigned Administrator:</b>	Christine Kae	<b>CSD Fiscal Oversight Manager:</b>		Joseph Dae	
<b>Other School/CSD Team Members:</b>	Luis Aguilar (CSD Specialist), Allan Villamor (CSD Fiscal Oversight Administrator)				
<b>Oversight Visit Date(s):</b>	March 13, 2024	<b>Fiscal Review Date (if different):</b>		N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	Yes, Sole Occupant Agreement	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>		N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3, Proficient</b>	<b>3, Proficient</b>	<b>4, Accomplished</b>	<b>2, Developing</b>

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient
<u>Areas of Demonstrated Strength and/or Progress</u>	
<ul style="list-style-type: none"> <li>- <b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b> – The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies. Review of documentation in the <i>Governance</i> folder and the school’s website included evidence of a twelve member Governing Board which is aligned with the Bylaws requiring twelve trustees, including eleven voting members and one non-voting student member; Agendas and minutes of the governing board meetings in the prior 12 months, show monthly meetings of the school’s governing board; Governing board meetings are conducted openly and provide opportunity for public participation, including notice of reasonable accommodations for individuals with disabilities; Agendas and minutes of the school’s governing board are maintained at the school site and the board agendas are posted on the school website; and the Board’s review and certification of the annual <i>Compliance Monitoring and Certification of Board Compliance Review</i>, most recently certified at the December 12, 2023 board meeting.</li>   <li>- <b>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE-EDUCATIONAL PROGRAM</b> – The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.). Review of documentation in the <i>Governance</i> folder include evidence of Board meeting minutes showing board review and/or discussion of various topics including review of academic performance and progress, the Local Control and Accountability Plan, and ongoing reports from the school leadership and committees, including the Academic Accountability, Budget and Finance, Election, Charter, and Audit committees.</li>   <li>- <b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE-STAFFING AND EVALUATIONS</b> – The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff. Review of documentation in the <i>Governance</i> folder and discussion with school leadership show the school has a system for evaluating executive leadership and Human Resources Reports regularly provide information to the board including but not limited to rate recommendations, staff updates (e.g. new hires, leaves, etc.), and teacher staffing needs.</li> </ul>	
<u>Areas Noted for Further Growth and/or Improvement</u>	
None noted at this time.	
<u>Corrective Action Required</u>	
None noted that require immediate action to remedy concerns indicated in this report.	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024**Notes:**

As noted, and highlighted below, “A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).”

**\*NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

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**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)





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**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources Policies and Procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership</li> <li><input checked="" type="checkbox"/> Evaluation of all school-based staff</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**G5: FISCAL CONDITION - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the most current two independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

**The Governing Board has a system in place to ensure sound fiscal management and accountability:**

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</li> <li><input checked="" type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li> <li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes</li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul> <p>The school's rating of a "2" is primarily related to Palisades Charter High's 2022-2023 independent audit report that indicated a significant deficiency pertaining to the school's financial closing process. Please see further details in the Areas Noted for Further Growth and/or Improvement section below.</p>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

Not applicable



LAUSD CHARTER SCHOOLS DIVISION

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO                      If yes, the school’s identification: (See additional information within “Notes” section below)  <input type="checkbox"/> Comprehensive Support and Improvement (CSI)  <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>- <b>A1: Dashboard Schoolwide ELA</b> – The schoolwide Dashboard ELA Indicator color is Green, as compared to the state’s color of Orange. The school’s 2023 schoolwide ELA DFS (41.9 DFS) is higher than the state average (-13.6 DFS).</li> <li>- <b>A2: Dashboard Student Group ELA</b> – All of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.                             <ul style="list-style-type: none"> <li>• The 2023 average DFS in ELA for the school’s Asian student group (105.6 DFS) is higher than the state average (-61.8 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s African American student group (-38.7DFS) is higher than the state average (-59.6 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s Latino student group (29 DFS) is higher than the state average (-40.2 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s Socioeconomically Disadvantaged student group (14.3 DFS) is higher than the state average (-42.6 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s Students with Disabilities student group (-34.1 DFS) is higher than the state average (-96.3 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s Two or More Races student group (86.5 DFS) is higher than the state average (24.3 DFS).</li> <li>• The 2023 average DFS in ELA for the school’s White student group (47.8 DFS) is higher than the state average (20.8 DFS).</li> </ul> </li> <li>- <b>A3: Dashboard Schoolwide Math</b> – The schoolwide Dashboard Math Indicator color is Yellow, as compared to the state’s color of Orange. The school’s 2023 schoolwide Math DFS (-38.2 DFS) is higher than the state average (-49.1 DFS).</li> <li>- <b>A4: Dashboard Student Group Math</b> – The majority of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.                             <ul style="list-style-type: none"> <li>• The 2023 average DFS in Math for the school’s Asian student group (74.3 DFS) is higher than the state average (50.8 DFS).</li> </ul> </li> </ul>	



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- The 2023 average DFS in Math for the school's African American student group (-127.6 DFS) is lower than the state average (-104.5 DFS).
  - The 2023 average DFS in Math for the school's Latino student group (-63.8 DFS) is higher than the state average (-80.8 DFS).
  - The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged student group (-78.7 DFS) is higher than the state average (-80.8 DFS)
  - The 2023 average DFS in Math for the school's Students with Disabilities student group (-121.2 DFS) is higher than the state average (-127.3 DFS)
  - The 2023 average DFS in Math for the school's Two or More Races student group (-1.4 DFS) is higher than the state average (-7.4 DFS).
  - The 2023 average DFS in Math for the school's White student group (-30.8 DFS) is higher than the state average (-11.1 DFS).
- **A6: Dashboard Schoolwide College/Career** – The schoolwide Dashboard College/Career Indicator status is High as compared to the state's Status of Medium. The school's 2023 percentage of students prepared for college or a career (65.6%) is higher than the state average of 43.9%.
- **A7: Dashboard Student Group College/Career** – All of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.
- The 2023 percentage of the school's Asian student group prepared for college or a career (90.5%) is higher than the state average (75.8%).
  - The 2023 percentage of the school's African American student group prepared for college or a career (33.8%) is higher than the state average (25.1%).
  - The 2023 percentage of the school's Latino student group prepared for college or a career (52.0%) is higher than the state average (35.5%).
  - The 2023 percentage of the school's Socioeconomically Disadvantaged student group prepared for college or a career (51.1%) is higher than the state average (35.4%).
  - The 2023 percentage of the school's Students with Disabilities student group prepared for college or a career (19.3%) is higher than the state average (12.3%).
  - The 2023 percentage of the school's Two or More Races student group prepared for college or a career (72.9%) is higher than the state average (52.9%).
  - The 2023 percentage of the school's White student group prepared for college or a career (72.1%) is higher than the state average (53.2%).
- **A9: Dashboard Schoolwide Graduation Rate** – The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The school's 2023 Graduation Rate (94.6%) is higher than the state average (86.4%).

#### Areas Noted for Further Growth and/or Improvement

- **A10: Dashboard Schoolwide Suspension Rate** – The schoolwide Dashboard Suspension Rate Indicator color is Orange, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (2.0%) is lower than the state average (3.5%). In response to the data, the school leadership shared the following supports to improve student outcomes: "Collaboration with the counseling, student support groups, school resource officer, and mental health teams to ensure appropriate implementation of internal prevention and alternative suspension opportunities." The school offers



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peer mediation, diversion program, student success planning through the collaboration with the special education and mental health teams, family conferences, and restorative practices.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

College/Career Indicator (CCI) is scored based on 2023 Status level data as reported on the 2023 Dashboard.

**ENGLISH LEARNER RECLASSIFICATION**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state’s published list.***



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**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)





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*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



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**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange</li> <li><input type="checkbox"/> The schoolwide Dashboard ELPI color is Red</li> <li><input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High</li> <li><input checked="" type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low</li> <li><input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low</li> <li><input type="checkbox"/> Not Available – No assessment of performance for this indicator</li> <li><input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



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**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/13/2024**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**

The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): <a href="#">Choose an item.</a>	Grade Levels:	Assessment Administration:	95% Participation Met*:
		<a href="#">Choose an item.</a>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): <a href="#">Choose an item.</a>	Grade Levels:	Assessment Administration:	95% Participation Met*:
		<a href="#">Choose an item.</a>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1.  The charter school disaggregated student performance data for the following student groups: [Click or tap here to enter text.](#)  
 The charter school did not disaggregate student performance data by student groups.
2. The charter school [Choose an item.](#) that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):
  - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
  - MAP Growth by NWEA: *Student Growth Summary Report*
  - Star Assessment by Renaissance: *Star Growth Report*
  - Other: [Click or tap here to enter text.](#)
  - The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the CDE DataQuest College-Going Rate data source and included the results of at least 95% of eligible students.
  - a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school did not include the number of eligible students and missing or non-participating students.



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3. The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4.  The charter school did not provide postsecondary outcomes

**Notes:**

Per school leadership, in 2023-2024, the school administered NWEA for ELA and Math for grades 10-12 and Reading Inventory for grade 9.

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

BOE REPORT 111-19/20, October 15, 2019:

Palisades Charter High must meet the following benchmarks during the 2020-2025 charter term in order to address concerns regarding academic and operational performance.

1. The Charter School 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.
  - **Benchmark Partially Met.** In 2023, the school’s Students with Disabilities student group Dashboard Math Indicator color is Red with an average DFS (-121.2) above the Resident Schools Median DFS (-185.2).

**LOCAL CONTROL AND ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)**

*The CSD reviewed the Local Control and Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Plan Summary</li> <li><input checked="" type="checkbox"/> Engaging Educational Partners</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Action Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control and Accountability Plan</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes</li> </ul>

**Notes:**

The Governing Board approved the 2023-2024 LCAP on June 20, 2023.



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>- <b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b> – The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report. Review of the documents, discussion with school leadership, and classroom observation indicate an instructional program aligned to the school’s key features including the following:</p> <ul style="list-style-type: none"> <li>o Standards-based and data-driven instructional program</li> <li>o Professional Learning Communities</li> <li>o Research-based instruction and grading methodology, personalized instruction including the Virtual Academy, Pali Academy, Credit Recovery, Study Center Tutoring Program, Pali Periods, and Student Success Teams</li> <li>o Support classes and programs, such as the multilingual program, Study Center Tutoring program and Schoology course, Literacy, Library-Pali Cares and Library course, collaborative class, etc.</li> <li>o Digital literacy</li> <li>o College and career readiness which include Career Technical Education (CTE) led by a dedicated CTE Coordinator, honors courses, college prep courses, AP courses, senior seminar, etc.</li> </ul> <p>The school leadership identified (1) direct instruction and (2) student engagement as focus areas for the classroom observations. Examples of student engagement included student presentation with peer feedback, CTE hands-on learning assignment, brain breaks with fun facts, group reading analysis, and paired foreign language review activity.</p> <p>- <b>O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT</b> – The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements. Review of the documents and discussion with school leadership show a range of stakeholder engagement opportunities, including monthly Long Term Strategic Planning meetings, monthly Math Task Force meetings, monthly School Board of Trustees meetings, student senate, alumni meetings, monthly Parent Teacher Student Association meetings, Multilingual Program meetings, and various school events (e.g. Visual and Performing Arts showcase, Back to School night, new parent orientation, senior meetings, junior meetings, college application workshop, and financial aid workshop, etc.).</p> <p>- <b>O6: CLEARANCES AND CREDENTIALING COMPLIANCE</b> – The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance. Review of the <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> and supporting documents evidence all certificated employees are fully credentialed, appropriately assigned and the school obtained all necessary employee and vendor clearances, including criminal background and tuberculosis risk assessments/clearances, prior to employment or provision of services, and the school maintains two Custodians of Record.</p>	



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None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*





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**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input checked="" type="checkbox"/> WASC Accreditation Notification Letter <input checked="" type="checkbox"/> UC Doorways course approval <input checked="" type="checkbox"/> Graduation Requirement/Policy <input checked="" type="checkbox"/> Math Placement Assessment Policy <input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input checked="" type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators



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**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR**

<p><i>The school has a system in place to ensure:</i></p> <ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</li> <li><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</li> <li><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</li> <li><input checked="" type="checkbox"/> Student Group data analysis</li> <li><input checked="" type="checkbox"/> Professional Development documentation</li> <li><input checked="" type="checkbox"/> Classroom/site Observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li>   <li>English Learners</li> <li><input checked="" type="checkbox"/> Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</li> <li><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</li> <li><input checked="" type="checkbox"/> Implementation of a data analysis system</li> </ul>



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**O3: SPECIAL EDUCATION - QUALITY INDICATOR**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



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**04: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input checked="" type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements</li> <li><input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings.</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Stakeholder Consultation</li> <li><input checked="" type="checkbox"/> School Site Council (SSC) documentation</li> <li><input type="checkbox"/> Parent Advisory Committee (PAC) documentation</li> <li><input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation</li> <li><input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee</li> <li><input checked="" type="checkbox"/> School website</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

***The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:***

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</li> <li><input checked="" type="checkbox"/> Staff roster</li> <li><input checked="" type="checkbox"/> School master schedule</li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation</li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation</li> <li><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

BOE REPORT 111-19/20, October 15, 2019:

Palisades Charter High must meet the following benchmarks during the 2020-2025 charter term in order to address concerns regarding academic and operational performance.

1. Evidence of its efforts and outcomes to increase student diversity for its numerically significant subgroup populations, based on official student demographic information.
  - **Benchmark Partially Met.** In 2022-2023, the school had seven numerically significant student groups: Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White. From 2021-2022 to 2022-2023, four of the seven numerically significant student groups increased in percentage of the total enrollment: Asian, Black or African American, Latino, and Two or More Races.

Palisades Charter High	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
<b>2022-2023 Enrollment by Ethnicity and Student Group</b>	<b>2,959</b>	26.5%	0.0%	0.1%	<b>5.8%</b>	<b>9.2%</b>	0.8%	1.0%	0.0%	0.4%	<b>22.2%</b>	0.0%	0.0%	0.1%	<b>27.4%</b>	<b>8.3%</b>	<b>8.5%</b>	<b>53.0%</b>
<b>2021-2022 Enrollment by Ethnicity and Student Group</b>	<b>2,988</b>	27.3%	0.0%	0.1%	<b>5.3%</b>	<b>9.1%</b>	0.8%	0.9%	0.1%	0.2%	<b>21.9%</b>	0.0%	0.2%	0.0%	<b>28.1%</b>	<b>8.4%</b>	<b>6.7%</b>	<b>55.8%</b>



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### Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/> (See Notes below)	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>





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Notes:

School's "Safety Drill Calendar" includes various emergency drills including the following: Fire, lock down, earthquake, shelter in place, and active assailant drills.

### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
The following information posted to the school's website: <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes:

None





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### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **2, Developing**.

According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with material audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of 4, schools must have the two most current audits that show no material weaknesses, deficiencies, and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. Palisades Charter High's independent audit report for the fiscal year ended 2022-2023 reported an audit finding/significant deficiency. Please see further details in the Areas Noted for Further Growth and/or Improvement section below. Palisades Charter High's two audit findings relating to the school's financial statements and federal programs, respectively, reported in its 2021-2022 annual audit report did not repeat per the school's 2022-2023 audit. See further information in the Notes section.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

Palisades Charter High's fiscal condition is positive.

FINANCIAL HIGHLIGHTS					
Palisades Charter High	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	(\$6,951,838) <sup>1</sup>	\$6,942,524 <sup>1</sup>	\$7,603,981 <sup>1</sup>	\$9,139,677 <sup>1</sup>	\$11,659,033
Net Income / (Loss)	(\$190,221) <sup>1</sup>	\$13,894,362 <sup>1,2</sup>	\$661,457 <sup>1</sup>	\$1,535,696 <sup>1</sup>	\$2,519,356
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$10,008,950	\$14,973,696	\$16,810,020	\$19,294,415	\$16,876,500
Unrestricted Net Assets	(\$7,968,907)	\$6,027,534	\$6,481,365	\$7,687,460	\$7,774,848
Norm Enrollment Reported by the School	3,031	3,097	2,982	2,967	2,994
FINANCIAL RATIO ANALYSIS					



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<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	0.00%	20.29%	16.26%	17.66%	17.92%
<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	26.79%	50.40%	42.17%	44.33%	38.89%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	353.69%	433.76%	237.35%	267.29%	136.37%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	129.77%	73.03%	70.91%	66.79%	53.59%

<sup>1</sup>According to Palisades Charter High's independent audit reports, as of June 30, 2020, 2021, 2022 and 2023, the accumulated post-retirement benefit obligation (APBO) was estimated at \$21,209,024, \$14,438,638, \$10,262,085, and \$10,265,385 respectively. Per Financial Accounting Standards Board Accounting Standards Codification 715 (FASB ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning in Fiscal Year 2014-2015). Per the school's independent audit reports, the school's accrued Other Postemployment Benefits (OPEB) expenses/revenues were \$1,436,697, (\$6,770,386), (\$4,176,553), and \$3,301 for Fiscal Years 2019-2020 through 2022-2023, respectively. See **Item 1** in the **Other Observations** section for further details regarding the school's OPEB Obligation.

<sup>2</sup>The net income reported in Fiscal Year 2020-2021 was primarily attributed to the forgiveness of the schools Paycheck Protection Program (PPP) loan, the reporting of the state's contribution (on behalf payments) to the charter school's employee STRS accounts, and the recalculation of the long-term OPEB liabilities.

#### Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.

#### Areas Noted for Further Growth and/or Improvement:

##### 1. Type of Observations: Audit Finding (Financial Closing Process)

- **Source(s) of Document Reviewed:** 2022-2023 Independent Audit Report
- **Description of Observation:** Per Palisades Charter High's 2022-2023 independent audit report noted a significant deficiency finding related to the school's financial closing process. The audit report states:



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### ***FINDING 2023-001: FINANCIAL CLOSING PROCESS (30000) – Significant Deficiency***

***Criteria:*** The year-end financial closing process should include timely review of financial information and supporting schedules to properly report all transactions in accordance with generally accepted accounting principles (GAAP).

***Condition:*** There was a delay in the year-end financial closing process that created the need for several client adjustments recorded after reporting of the unaudited actuals for the 2022-23 fiscal year. Extensions to the initial audit report deadline of December 15th were necessary as audit requests, including basic financial statements, were not provided for audit until well after December 15th.

***Cause:*** Management was unable to provide audit requests in a timely manner.

***Effect:*** Misstatements in the financial statements could occur. Key deadlines could be missed.

***Repeat Finding:*** This is not a repeat finding.

***Recommendation:*** We recommend ensuring a timely financial closing process that allows for adequate review of transactions to prevent the potential for any financial reporting misstatements as well as adhering to reporting deadlines.

***Corrective Action Plan:*** Management will continue to update procedures over financial reporting and will work toward a timelier closing process.

- **Charter School's Response:** On May 2, 2024, Palisades Charter High provided the CSD its detailed Corrective Action Plan. The school stated that the school had experienced a staffing shortage, which impacted the closing of its 2022-2023 financials and requested an audit extension. Currently, the school has filled the Director of Fiscal Services position. As a result, Palisades Charter High's finance department is fully staffed and the school stated that it would be able to meet critical deadlines. Furthermore, the independent auditor has opened the 2023-2024 audit portal for next year's audit and documents are being uploaded for review. Per the school, Palisades Charter High's Chief Business Officer (CBO) will maintain regular communications with the independent auditor and closely monitor and track the interim-audit and year-end audit checklists. Additionally, the CSD was advised that Palisades Charter High's CBO would keep the school's board of trustees informed on the status of the interim-audit and year-end audit checklists.
- **CSD's Recommendations/Comments:** The CSD will review Palisades Charter High's 2023-2024 independent audit report next year regarding the status of this audit finding. **Repeat material or significant audit findings may trigger additional appropriate actions in accordance with LAUSD's tiered intervention approach to oversight. The results will be factored into the school's rating.**

## **2. Type of Observation: Late Submission of 2022-2023 Independent Audit Report**

- **Source(s) of Document Reviewed:** Approved Charter Petition and Education Code sections 47605 and 41020  
The Los Angeles Unified School District ("LAUSD") authorized charter schools are required to conduct and submit annual audits in compliance with applicable authorities, including but not limited to, the requirements of Education Code sections 47605 and 41020 and their operative charters.
- **Description of Observation:** On December 12, 2023, Palisades Charter High requested an extension of the 2022-2023 audit report submission from the statutory deadline of December 15, 2023, through February 16, 2024, citing that both the CPA lead partner and the school's CBO had experienced



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extraordinary personal circumstances. Additionally, the school stated that staff shortages and/or turnover at school, and increased state reporting made it difficult to provide all necessary audit information by the deadline. After further review and consideration by LAUSD, the District granted Palisades Charter High's extension request. LAUSD (as the chartering authority of Palisades Charter High) cannot waive the audit requirements and submission deadline, specifically outlined in Education Code section 47605 and other applicable state and federal law relating to annual audits. LAUSD may from time to time consider circumstances on a case-by-case basis. The CSD determined Palisades Charter High's circumstances described in its letter were deemed extraordinary. Palisades Charter High's annual independent audit report was received on April 5, 2024, which did not meet the statutory timeline of December 15, 2023, or the extension granted through February 16, 2024.

- **Approved Charter Petition:** Page 217 (Element 9- Annual Financial Audits) of Palisades Charter High's charter petition, approved October 15, 2019, states: "Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year: f) Audited Actuals – December 15 following the end of the fiscal year." Further, the charter petition states: "Fiscal statements audited by the Certified Public Accountant will be submitted to District by the December 15th deadline as required by Ed Code. Either the Executive Director or the Chief Business Officer (CBO) of PCHS will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, the State Controller, and the California Department of Education by December 15 of each year."

**CSD's Recommendations/Comments:** The CSD recommends that Palisades Charter High strictly adhere to its approved charter and applicable law pertaining to annual audit requirements, including submission by or on the statutory deadline.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at Palisades Charter High's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

**1. Type of Observation: Other Postemployment Benefits**

- **Source(s) of Document Reviewed:** 2022-2023 Independent Audit Report, ASC 715-60 Actuarial Report as of June 30, 2023
- **Description of Observation:** Per the school's 2022-2023 independent audit report, Palisades Charter High's investment accounts that are considered plan assets associated with the school's OPEB is valued at approximately \$5.0M as of June 30, 2023. As noted in the Financial Highlights section above, the school's accumulated post-retirement benefit obligation is \$10,265,385 as of June 30, 2023, per the 2022-2023 independent audit. This is the net liability after accounting for the investment account plan assets.
- **Charter School's or Charter Operator's Response:** As of the writing of this report the school has not established an OPEB trust. Per the school, the governing board formed an investment committee that evaluated proposals and selected an investment manager from a leading investment bank without



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management fees, intending to invest funds with a target 5% rate of return. In the April 16, 2024, board meeting, the board approved to establish the irrevocable OPEB trust. However, following approval by the Board, the Investment Management team at the bank provided feedback from their trust department, indicating that certain language in the trust does not align with the bank organization's investment policy, thus they are unable to serve as trustees. However, the CSD was advised that they can still manage the investment fund. The school stated that at this point there are two options: 1) engage another firm as the trustee with fees, or 2) have the trust attorney revise the current trust document so that the bank can act as trustee without fees. The school stated that it is choosing the second option. If the trust attorney determines option #2 unfeasible, then they will proceed with engaging another firm as trustee.

The school contributed \$790,000 to the OPEB funds in Fiscal Year 2022-2023 and anticipates contributing \$790,000 in Fiscal Years 2023-2024. In Fiscal Year 2024-2025 the school anticipates contributing \$905,000, the 20-year level contribution amount indicated in the most recent actuarial valuation as of June 30, 2023.

The school has completed an annual re-measurement of the pension plan liabilities with updated assumptions. The school stated that it now conducts annual actuarial valuations, whereas previously, the school performed them every two years.

- **CSD's Recommendations/Comments:** As the school continues to address the OPEB obligation, the CSD continues to recommend that the school's governing board direct school leadership or its investment committee to research, identify, and secure the service of a reputable and experienced third-party administrator to manage the investment of the APBO funds to legally protect the school employees' postemployment benefits, with the goal of increasing returns within legal requirements.

The Charter Schools Division will continue to monitor school's progress through oversight. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: Yes, please see the description below.  
Palisades Charter High's 2022-2023 independent audit report indicates a significant deficiency regarding the school's financial closing process. Please see the Area Noted for Further Growth and/or Improvement section above for further details.
  - d. Lack of a Going Concern: None Reported.  
The Palisades Charter High's 2021-2022 independent audit indicated two findings: a) regarding reporting of the other postemployment benefit liability, and b) regarding the use of grant funds. Per Palisades Charter High's 2022-2023 independent audit report the status of both findings was "implemented" with no recurrence.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. The variance of \$260K in Accounts Receivable is primarily due to transfers from the Associated Student Body. The variance of **(\$214K)** in Other Current Assets is primarily due to fair market adjustment of investments. The variances of **(\$10M)** in Current Liabilities, and \$10M in Other Long-Term Liabilities are primarily due to the reclassification of OPEB liabilities.
3. The school's reported Norm Enrollment was 3,031, 3,097, 2,982, 2,967, and 2,994 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 37 students (or 1.2%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 2,994 students, which is 6 students (or approximately 0.2%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 3,000 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted in person at Palisades Charter High. No discrepancies were noted.

**II. Review of 2023-2024 Fiscal Preparation Guide**

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering STRS, PERS, Social Security, 403B, and 457B to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.





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8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were not provided as the charter school has indicated not applicable.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were not provided as the charter school has indicated not applicable.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from January 2023 to December 2023) were provided. Reviewed 24 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), and b) All credit card statements for the most current six months (spanning from July 2023 to December 2023) Choose an item. Selected the months of July 2023 through December 2023 and reviewed 8 credit card transactions for sample testing. No discrepancies were noted.
22. a) A list of all active school bank account(s), and b) Monthly bank statements and reconciliation reports for the most current six months (spanning from July 2023 to December 2023) were provided. Selected the months of July 2023 through December 2023 for sample testing. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were provided. Reviewed student body financial records from February



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2023 through February 2024. No discrepancies were noted. If the financial records for fundraising are handled by a separate entity from the charter school, such as the Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Booster Club or Foundation, the following items (1) The organization name, (2) The Franchise Tax Board Corporate/Organization Number, (3) The IRS Federal Employer Identification Number (FEIN), and (4) A written statement describing how the organization is providing/meeting the mission/goals of the program, how the funds are being raised, who monitors the funds, and how they are being separated from the charter schools' accounts were not provided as the charter school has indicated not applicable.

24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided.



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**Fiscal Operations Rubrics**

***Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.*

***New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.*

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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- 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

*An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



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<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current two annual independent audits;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is positive; and</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>5 CCR § 15450 Reserves</u>) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> </ol>	<p>school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/13/2024**

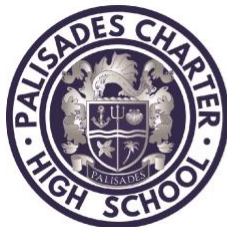
<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <b>Developing</b> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <b>Unsatisfactory</b> [Rating of 1] based on the statements below:</i></p>
<p>6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</p> <p>7. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



## Coversheet

### Consideration of Tenth Amendment to Contract for Employment of Executive Director/Principal

**Section:** VII. Employment Contract Amendment for the Executive Director/Principal  
**Item:** A. Consideration of Tenth Amendment to Contract for Employment of  
Executive Director/Principal  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** TENTH AMENDMENT EDP Contract 06\_18\_2024.pdf



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## **TENTH AMENDMENT TO CONTRACT FOR EMPLOYMENT OF EXECUTIVE DIRECTOR/PRINCIPAL**

### **BETWEEN PALISADES CHARTER HIGH SCHOOL AND DR. PAMELA A. MAGEE**

This AMENDMENT is made and entered into this 18th day of June, 2024, by and between the Board of Trustees of Palisades Charter High School ("Board") and Dr. Pamela A. Magee ("Dr. Magee").

WHEREAS, the Board and Dr. Magee entered into a Contract for employment of Principal & Chief Administrative Officer ("Contract") on June 12, 2011; and

WHEREAS, the Board and Dr. Magee amended the Contract on January 20, 2015 reflecting a four-year term of employment, commencing July 1, 2014 through June 30, 2018; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 28, 2016 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2018 through June 30, 2019; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 19, 2017 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2019 through June 30, 2020; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 19, 2018 reflecting an additional one-year term of employment, commencing July 1, 2020 through June 30, 2021; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 18, 2019 reflecting an additional one-year term of employment, commencing July 1, 2021 through June 30, 2022; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 23, 2020 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2022 through June 30, 2023; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 22, 2021 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2022 through June 30, 2024; and

WHEREAS, the Board and Dr. Magee amended the Contract on June 20, 2023 reflecting (among other things) an additional one-year term of employment, commencing July 1, 2023 through June 30, 2026; and

WHEREAS, the Contract provides that the Board may extend the contract for an additional year upon Dr. Magee receiving a satisfactory performance evaluation by the Board; and

WHEREAS, for the 2023-24 school year, Dr. Magee received an evaluation of “Satisfactory or Better” from the Board; and

WHEREAS, the Board wishes to exercise its discretion to extend the Contract for a period of one year for this current evaluation.

NOW THEREFORE it is hereby agreed as follows:

1. All of the foregoing recitals are true and correct.
2. Section 2 of the Contract, entitled Term of Employment, is modified to reflect an additional year through June 30, 2027.
3. All other provisions of the June 12, 2011 Contract, the January 20, 2015 Amendment, the June 28, 2016 Amendment, the June 19, 2017 Amendment, the June 19, 2018 Amendment, the June 18,2019 Amendment, and the June 23, 2020 Amendment shall remain in full force and effect.

IN WITNESS WHEREOF, we affix our signatures to this Amendment to the Contract for Employment of the Executive Director/Principal, effective June 18, 2024.

FOR THE BOARD OF TRUSTEES OF PALISADES CHARTER HIGH SCHOOL Sara Margiotta, Chair

Chair \_\_\_\_\_6/\_/24 Dr. Pamela A. Magee\_\_\_\_\_06/\_\_/24

Evaluation Committee

# Coversheet

## School Organized Conferences/Trips

**Section:** VIII. Consent Agenda: Finance Items  
**Item:** A. School Organized Conferences/Trips  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Conference Request 06\_18\_2024.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): Dr. Pam Magee  
 Department/Site: Administration / PCHS Date of Request: 6/18/2024  
 Name of Conference/Activity: CA charter School Development / Conference  
 Organization/Company Holding the Conference/Activity: CSDC  
 Location of Conference/Activity: Sacramento, CA Date(s) of Conference/Activity: Nov 18 - 20, 2024  
 Purpose/Rationale (How will this conference/activity be of value to the school?):  
Comprehensive leadership update for CA charter leaders

**Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):**

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration <u>1</u> people @ \$ <u>749</u> per person	\$ <u>749</u>		\$ <u>749</u> -
Certificated Substitute(s) <u>NA</u> days @ <u>NA</u> per day (sal. & stat. ben.)			\$ -
Travel - Mileage _____ miles @ \$ 0.625 per mile			\$ -
Travel - Airfare <u>1</u> people @ \$ <u>150</u> per person	<u>150</u>		\$ <u>150</u> -
Travel - Ride Sharing Svs/Taxi/Shuttle _____ Type total amount into "cost" cell		<u>175</u>	\$ <u>175</u> -
Lodging <u>3</u> nights @ \$ <u>250</u> per night	\$ <u>750</u>		\$ <u>750</u> -
Meals <u>3</u> Breakfasts @ \$ 10.00 per meal <u>3</u> Lunches @ \$ 10.00 per meal <u>3</u> Dinners @ \$ 20.00 per meal		\$ <u>120</u>	\$ <u>120</u> -
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
<b>TOTAL APPROXIMATE COST</b>			\$ <u>1844</u> -
<b>AMOUNT APPROVED</b>			

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: Pam Magee

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)

**2024**[Info](#) [Attend](#) [Exhibit & Sponsor](#) [Present](#) [Hotels & Tr.](#)

## Why Attend?

Hosted by **CSDC**—the statewide organization that has defined high quality charter school leader training for thirty years—the CSDC Conference is your one-stop shop for in-depth content, relationship building, and connection to the resources your charter organization is looking for.



### **Gain CSDC's critical updates and exclusive insights**

Throughout the year, CSDC is hard at work in Sacramento tracking the major fiscal, legislative, and accountability changes affecting charter schools. The conference provides a unique opportunity for your leadership team to hear the latest from CSDC's team of charter school experts.



### **Network with leaders from across the state**

Conference attendees are current and emerging charter school leaders who want to connect, problem solve, and learn from their colleagues. Strengthen your network by attending the social events baked into every day of the conference and get to know outstanding leaders from across the state.



### **Find the resources your school is looking for**

With your conference registration, you'll gain access to the event platform where you can download materials and handouts from the session you attend. Plus you gain access to the Exhibit Hall, where you can connect in-person with charter support organizations and identify new resources to propel your organization forward.

## What's Included?

## Full Registration (3-Day)

- Admission to the year's biggest keynote, the [Leadership Update Presentation](#)
- Access to 100+ excellent sessions (reviewed and thoughtfully curated via CSDC's [CFP](#) process)
- Networking with current and emerging charter school leaders who want to connect, problem solve, and learn from their colleagues.
- Admission to the [Exhibit Hall](#) where you can connect in-person with current support organizations and build new partnerships
- Lunch
- Refreshments in the afternoon
- [Discounted hotel rates](#) at CSDC's host hotels
- Password-protected access to the online event platform where you can build your schedule and download presentation materials

**REGISTER**

## Single Day

Can't attend all three days? Enjoy everything the event has to offer on the day that you're able to attend. Check out the conference [schedule overview](#) and choose a day to join us in Sacramento.

**REGISTER**

## What is the Leadership Update Presentation?

### It's the biggest keynote of the year.

The Leadership Update Presentation is led by CSDC Founder and Executive Director, Eric Premack, who provides California charter school leaders with an essential, comprehensive lens into the fiscal, legislative, and regulatory topics that impact the realities of charter leaders and their organizations. Check out Eric's [preview of last year's keynote](#) and stay tuned for more information regarding this year's update!

